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ABSTRACT

A study assessed children's comprehension of Sesame Street programing that is designed to encourage socially valued behavior and whether the children relate the programing to their own living experiences. Material relating to four goal areas was tested: 1) entering social groups; 2) coping with failure; 3) coping with basic emotions; and 4) sex role stereotyping. Some 73 black, white and Spanish-speaking children who were enrolled in Head Start Centers in inner city areas of Springfield and Holyoke, Massachusetts, were the viewers and respondents in the study. In general, the children's comprehension of the social goals material was good. About one third of the children seemed to be able to answer open-ended questions about most of the material without prompting. Another large proportion of the children appeared to be the least able to recognize the correct answers to questions when they were read lists of multiple choice alternatives which served as prompts. There were no striking differences in the responses of the male vs. female children or the black vs. white children. All of the children were attentive or very attentive to the program segments and appeared to enjoy themselves. Although older children performed significantly better than younger children on some questions, this finding did not occur consistently. (HAB)

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COMPREHENSION OF TELEVISION PROGRAMMING DESIGNED TO ENCOURAGE SOCIALLY VALUED BEHAVIOR IN CHILDREN: FORMATIVE RESEARCH ON SESAME STREET PROGRAMMING WITH SOCIAL AND AFFECTIVE GOALS

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University of Massachusetts, Amherst

September 22, 1975

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SUMMARY

A. Purpose and Scope

1. Purpose

This study assesses children's comprehension of Sesame Street programming that is designed to encourage socially valued behavior, and whether the children relate the programming to their own living experiences. The study does not assess the effectiveness of the Sesame Street material in influencing the children's behavior.

2. Scope

Material relating to four goal areas was tested: entering social groups, coping with failure, coping with basic emotions, and sex role stereotyping. Eleven bits relating to these four goal areas were tested, and are listed in Table S-1.

Seventy-three black, white, and Spanish speaking children who were enrolled in Head Start Centers in inner city areas of Springfield and Holyoke, Massachusetts, were the viewers and respondents in this study. Their behavior was monitored as they viewed, and they were interviewed extensively about details of the plots and character's feelings and motivations, as well as about hypothetical situations similar to those in the test tapes.

B. Results

1. Overall Results

In general, the children's comprehension of the social goals material was good. About one third of the children seemed to be able to answer open-ended questions about most of the bits without promtting. Another large

TABLE S-1

1. Coping with Failure

Bits: The Count Retires (2 parts)
Big Bird is Bad (2 parts)
Keep on Trying -- Roosevelt Franklin

2. Entering Social Groups

Bits: Herry the Joiner (4 parts)
New Ball in Town
The Crowd: Richard Pryor

3. Coping with Basic Emotions

a. Pride/ Self Esteem
Bits: Frankie Four Eyes
Gordon's Song
Roosevelt Franklin: Days of the Week

b. Jealousy
Bit: Oscar's Jealous

4. Stereotyping

Bit: Women Can Be

proportion of the children appeared to be at least able to recognize the correct answers to questions when they were read lists of multiple choice alternatives which served as prompts.

There were no striking differences in the responses of the male vs. female children or the black vs. white children. All of the children were attentive or very attentive to the bits and appeared to enjoy them. Although older children performed significantly better than younger children on some questions, this finding did not occur consistently. Some of the younger children were able to answer all of the questions and some of the older children had a great deal of difficulty.

2. Attention and Pacing of the Bits

In general, the pacing of these social goals bits appears to have been appropriate for the children viewing. The children were very attentive and were rarely bored. There was very little variability in the observers' ratings of the children as they watched the show. There was virtually no participation during the social goals bits. Participation with these bits seemd to have been a matter of the children's individual styles. A few of the children participated throughout the viewing sessions; i.e., pointing things out, naming people and objects on the screen, and counting. Most of the children never participated during these bits. In contrast, nearly all of the children participated actively with the fillers.

There are several plausible explanations for this. The fillers contained standard Sesame Street material which has been repeated often. The majority of the children reported that Sesame Street was their favorite TV show, and many seemed to have memorized some of the fillers.

In addition to their apparent familiarity, the fillers were shorter and the pacing more lively than in the soical and affective bits. Enjoyment and appreciation of the social goals bits depended on attending to and comprehending the dialogue in the audio portion of the show. Active participation sometimes interfered with comprehension of social and affective bits: children who talked missed parts of the dialogue and distracted other children.

3. Audience Survey

Sesame Street was nominated as an overwhelming favorite, and Big Bird was most often nominated as a favorite character. The fact that the children appeared to have memorized many of the fillers used in the test tapes indicates that most were not simply reporting that they liked Sesame Street because we were showing them Sesame Street.

B. Results: Conclusions and Recommendations

1. Entering Social Groups

A child's ability to enter social groups sucessfully can have important consequences during childhood, as well as for later adjustment in adolescence. The ability to initiate interactions with other children can be a valuable skill for a young child facing school for the first time.

Three segments were shown which presented instances of situations where someone tried to join a group. Herry the Joiner portrays a character who successfully joined several groups, but ruined them all because he was too big and strong. New Ball in Town, a shorter, more abstract bit, portrayed a stranger or newcomer who tries to join an already formed group. In The Crowd, Richard Pryor pretended to be two children trying to decide what game to play when a third make-believe person joins them and suggests that they go to his house.

1.a. Comprehension

The results indicated that the children attended to the four parts of Herry the Joiner and enjoyed them. Most understood and remembered concrete details of the plots and consequences experienced by the characters who tried to play with Herry. However, this bit presented a number of conflicting messages which may have confused the children, and undercut the goal of teaching children to be patient and tolerant of other children who may be clumsy or handicapped. For example, Herry repeatedly tried to join groups, using a number of reasonable approaches such as asking whether he could play, offering to help, etc. However, in each case he ruined the game after being allowed to play.

The results indicate that the comprehension was best, or at least recognition of the message was greatest, for the two shorter bit, New Ball in Town and Richard Pryor: The Crowd, each of which had a single, simple theme. The children anthropomorphized and identified with the balls. and most were able to follow the imaginary conversations in The Crowd. However, a substantial minority (about 20%) remained confused about the outcome of the imaginary conversations even after prompting with the multiple choice recognition items.

1.b Discussion and Recommendations

The results of our previewing assessment of what children say about entering social groups and welcoming newcomers indicates that there is a clear need for more programming about joining social groups and admitting others. Existing literature on children's behavior with regard to interacting with other children is scarce. However, recent research with children indicates that modeling the desired social behavior and specific training are effective methods of getting isolated children to enter groups, and the research also indicates that the trained or coached children who apply their new skills in situations with other children may get higher sociometric ratings from the other children (O'Connor, 1972; Oden and Asher, 1975). Thus, further Sesame Street programming could potentially aid children in acquiring basic social skills.

None of the bits tested showed real children in key roles accepting or rejecting other children, and none showed real children trying to enter groups either successfully or unsuccessfully,

I recommend that Sesame Street expand its portrayals in these bits to include real children of a number of races and of both sexes. Several studies have found children to be more empathetic when viewing other children of their own sex (Feshbach, 1968, 1973; Deutsch,1974b). Although no systematic studies on the effects of race or social class have been done with children in the age group of Sesame Street's target audience, it is probably wise to include as many different kinds of children as possible, interacting happily and smoothly.

2. Coping with Failure

Three Sesame Street bits presenting strategies of coping or exhortations to "Keep on trying" were tested in this pilot study. The three bits differed in the kinds of problems they presented and in the way the problems were handled. The Count makes a serious mistake in counting and vows to give up, but is cajoled into counting once more by his friend; Big Bird steals something, thus failing to live up to his own standards and those of his friends; and Roosevelt Franklin and the kids make up rhymes about a time when they couldn't do something but kept on trying and got it right.

2.a. Comprehension

i. The Count Retires

The Count Retires was entertaining to adults and children. However, comprehension of the characters' motivations and feelings was difficult for many of the children. Although the characters verbalized their feelings, the children appeared to remember specific concrete incidents much better than feelings and motivations of the characters. The majority of the children knew that the Count had made a mistake and was unhappy, but most also remembered best the fact that his friend gave him food to make him feel better, or that the Count ate ice cream to make himself feel better. Although about a third of the children understood what David had done to make the Count feel better (e.g. got him to count), a large percentage needed prompting and 24% didn't understand even after prompting.

Despite the relatively poor comprehension of the feelings of characters in The Count Retires, I think that this format should be retained and that more bits like it should be included. The Count Retires was basically clear and motivations were clearly labeled. If it is repeated, perhaps more children will understand each time.

ii. Roosevelt Franklin: Keep on Trying

The lively music, rhythm, and pacing of Roosevelt Franklin: Keep on

Trying entertained the children. The children's comprehension of this bit was good, but the use of rhyming words obscured some of the messages,

iii. Big Bird is Bad

The children loved Big Bird and attended to his piece closely. Most understood and remembered concrete details of the plot. However, a sizeable minority did not understand the feelings of the adults at the end of the bit; e.g. that Mr. MacIntosh had forgiven Big Bird. In addition, a substantial minority of the children did not understand that Big Bird felt better after his confession, and 10% thought that Big Bird hadn't told the truth about stealing the zucchini.

2.b. Conclusions and Recommendations: Coping with Failure

The Count Retires and Roosevelt Franklin: Keep on Trying represent two examples of the kinds of problems one can face and kinds of coping solutions which may be effective; e.g. persistence, seeking out support from a friend, and consoling ourselves with food. These are solutions that all of us use at some time. Obviously, the most generally successful children and adults are those who are persistent, but also flexible enough to know when to quit and try something else, or to get help, etc.

I recommend that Sesame Street continue to present a number of different kinds of situations, where a number of situations and coping strategies are modeled.

Big Bird is Bad dealt with several basic emotions; e.g. fear of being called "chicken," guilt, confession, and relief, as well as coping with failure to live up to expectations. This bit emphasized confession and making amends which are socially acceptable responses to stealing in the dominant majority culture. However, many of the children in Sesame Street's target audience come from backgrounds and environments where the consequences for some of the behaviors modeled in this piece may be very different.

I recommend that rather than modeling transgressions, confession, and making amends, that resistance to coercion would be productive and more functional. Perhaps characters who resist coercion could be shown to be left out or ostracized in the beginning but triumphant in the end, or at least spared the negative consequences which could accrue to a weaker, more susceptible person.

3. Basic Emotions

3.a. Comprehension

Three bits, Frankie Four Eyes, Gordon's Song: A Kid Like You, and Roosevelt Franklin: Days of the Week each dealt with different aspects of pride and self-esteem. Oscar's Jealous portrayed characters confronting feelings of jealousy that arise when we think our friends may like someone else better.

Our previewing assessment indicated that the children in our sample did not have abstract concepts of jealousy and pride, but that they had experienced both and could give examples. Their labels for the emotion that adults label "pride" are "Happy " or "good." Their label for jealousy is feeling "mad, sad, or bad."

i. Frankie Four Eyes

Most of the children followed the plot and understood the outcomes of Frankie Four Eyes. The majority of the children knew that Frankie was missing the ball because he wouldn't wear his glasses, that he was afraid the children would tease him, and that he hit the ball when he put his glasses on. The question about Frankie's reasons for not wearing his glasses was the most difficult for the children to answer. Only 29% were able to give a correct answer without prompting, and 23% of the children did not know the correct answer even when they were prompted. This finding is consistent with a trend throughout the results for children to have some difficulty reporting feelings and motivations without some prompting.

ii. Gordon's Song

Gordon's Song was purely an affective bit, and our results indicated that Gordon's Song was successful at engendering positive affect in the children who watched. They reported that they liked the bit and that it made them feel good about themselves when they watched. A few children reported feeling sad because Gordon was alone.

iii. Roosevelt Franklin: Days of the Week

Roosevelt Franklin: Days of the Week presented the theme of pride in oneself because of competence and accomplishment. Roosevelt Franklin is a cocky, self-assured black boy who knows the answer and is obviously proud of it.

Our results indicate that this bit was successful at presenting a positive model for black children, especially black males, as well as a competent image of a black child for the white viewers. I recommend that future episodes should show more competent balck girls, and that a group which doesn't know the answers should not be composed of members of only one group; e.g. all black females.

iv. Oscar's Jealous

The results of the previewing assessment indicated that the majority of the children had experienced situations comparable to the one presented in Oscar's Jealous; e.g. when a friend plays with someone else. They reported a variety of ways of coping with jealousy, such as rejecting the offending children, fighting them, playing alone, or just feeling sad.

The majority of the children interviewed understood the plot, and understood how Oscar felt about Maria going out with David. The children did not understand or remember Maria's definition of jealousy, despite the fact that she defined it clearly and explicitly.

2.b. Conclusions and Recommendations

All four basic emotions bits were successful at holding the attention of the viewers. Comprehension of the plots or story lines was on the whole quite good, although the children had some difficulty producing the correct responses to the open-ended questions. The children were best at remembering concrete details of plots. Although they did recognize and label characters' affect correctly as happy, mad, or sad, they were unable to describe more complex feelings and motivations and relate them to behaviors without prompting.

4. Stereotyping: Women Can Be

4.a. Comprehension

The children were asked a series of questions about roles that men and women hold before and after viewing Women Can Be. The results indicate that the modal response to the questions about what women can be was to name a stereotyped feminine job; e.g. teach children, or some family role; e.g.

take care of babies, be a mommy, etc. When questioned about things men can be, most named male roles; e.g. policeman, fireman, or named jobs their fathers held. However, a number of children reported that both men and women play with or take care of children and "go to work."

The results of the post-viewing indicate that Women Can Be had little effect on the children other than reinforcing their already existing stereotypes.

4.b. Discussion and Recommendations

It is apparent that countering stereotypes may be a difficult goal to achieve with three to five year old children. They do not appear to have enough background information or understanding of stereotypes to understand what the bits are trying to do. They become confused by seemingly contradictory messages.

The results of this study and the formative evaluation of other material aimed at presenting career options to young children from the new show Vegetable Soup indicated that for material to be effective with young children, it should be straightforward and without confusing mixed messages.

Combating existing stereotypes by presenting the stereotype and then countering it with contradictory information may work when the audience is composed of adults, but this approach is not effective with young children. Uni-dimensional presentations which are very clear and concrete will probably be the most effective in changing the children's existing stereotypes. The research problem then becomes discovering which of a number of ways of presenting material on career awareness will be most effective at creating new and lasting ideas about adult occupational and sex roles.

5. The Role of Age and Cognitive Development in Determining Childrens' Responses to Prosocial Television Programming

A very brief discussion of a few relevant studies is warranted and will help place the finding presented in this report into the larger context of empirical research on the development of prosocial behavior. Some of this work, particularly where responses of the younger children are reported, can provide useful information about relevant psychological characteristics of children in the age range of Sesame Street's target population. Understanding of their abilities and characteristics can aid in making predictions about the success of various strategies for presenting social and affective material through television.

Age and corresponding cognitive abilities are increasingly believed to be important moderator variables in determining the effectiveness of intervention programs aimed at increasing the performance of prosocial behavior, and understanding the course of the development of prosocial behavior (Mischel and Mischel, 1975). Television lacks the ability of parents and other socialization agents to encourage or reward children for learning and performing socially desirable behaviors. Nor can television recognize when a child has misunderstood something and then provide immediate feedback and correction. Therefore, when television is used deliberately as a socialization agent, effectiveness may depend on both clarity of presentations and the cognitive and intellectual abilities of the children in the audience.

Research on the development of social perception, empathy, and role taking are relevant, particularly where filmed presentations have been used to assess and predict young children's responses to social and affective material, where apprehension of the social messages depends on correctly perceiving the character's feelings and motivations as well as remembering concrete incidents of the plot. Results of studies of empathy, role taking, and social perception indicate that these abilities are poorest in preschool children. This is especially the case in studies of the perception of the feelings and motivations of film or television characters (Borke, 1971; Collins, et. al. 1973; Deutsch, 1974; Flapan, 1968; Ianotti, R., 1975; Kurdek, 1975; Livesley and Bromley, 1972).

Borke (1971) found that awareness of positive and/or negative affect is well established by three years of age. But when the level of affective discrimination becomes more difficult such as making distinctions among negative affects (e.g. sadness, fear, anger), or positive affect (pride, happiness, surprise, joy), young children have more difficulty. Children were more accurate at labeling simple affective cues than describing how the characters felt before and after interacting with one another.

She also found that all of the 3 to 5 year old children in her sample had difficulty describing scenes where behavior and affect were incongrous. The children also had difficulty describing the reasons for actors feelings at the end of an episode. They had trouble integrating the details of the story with the correctly labeled affect at each point into a theme which correctly linked motivations and feelings and behavior. Her task was similar to the task of children in the current study who were asked questions about social and affective pieces such as Herry the Joiner, The Count Retires, Frankie Four Eyes, and Oscar's Jealous, in which there is a plot which must be comprehended along with the character's motivations for their actions as well as the consequences for those actions.

The children in the present study seemed to have the greatest difficulties understanding the motivations of people trying to help another person.

For example, the majority of the children did not understand David's motivation for helping the Count, nor did they connect his specific actions (getting the Count to count things) with a desire to help and make the Count feel better. The children also had trouble understanding why David and Maria tried to find a game that Herry could play in *Herry the Joiner*.

Collins, et. al. (1973). found that kindergarten and second grade children typically appealed to neither motives nor consequences in making their evaluations of a television character, but merely described what happened when they were asked to make judgments about characters and to supply reasons for those judgments. Their knowledge of consequences was better than their knowledge of motives. This finding was replicated in the present study.

Collins pointed out that one factor in the earlier understanding of the consequences and the use of consequences in an evaluation was undoubtedly the greater perceptual salience of the consequences in his program. Presentation of consequences may have been more salient than the presentation of motives in the *Sesame Street* bits tested in this study. Chandler, et.al. (1973) showed that when motives and consequences are presented audiovisually and made equally salient, first graders were capable frequently of judging acts on the basis of motives rather than consequences. Perhaps if greater attention is givin to highlighting the character's motives and feelings, this crucial information will have a greater impact on the children.

The research reviewed above indicates that three to five year old children (the age range of *Sesame Street's* target audience) have poorly developed skills for integrating televised material with social and affective goals. They generally lack the ability to link motivations and feelings with behaviors -- an ability which is crucial to apprehending social messages as they are intended by producers, writers, and directors. The research reviewed above suggests that the effectiveness of television presentations with complex social messages will depend upon the clarity of the message, clear presentation of situational constraints surrounding the performance of behaviors, and clear presentation of the positive and negative consequences which may accrue to a child for performing the behaviors.

The research also suggests that if motivations and feelings can be highlighted and made as salient as some of the more concrete aspects of the shows, comprehension may be improved.

COMPREHENSION OF TELEVISION PROGRAMMING DESIGNED TO ENCOURAGE SOCIALLY VALUED BEHAVIOR IN PRESCHOOL CHILDREN

This report examines the children's comprehension of television programming designed to encourage socially valued behavior and to aid children in dealing with basic emotions. Following Leifer (1975), the terms socially valued, prosocial, and positive social behavior will be used to refer to actions which are generally supportive of others within the existing social system.

Sesame Street originally allocated most programming time to teaching cognitive skills to inner city disadvantaged children During the past several seasons, an increasing amount of programming time has been devoted to new social and affective material.

The present study is a formative evaluation of Sesame Street material and is designed to determine whether children comprehend the social and affective programming and whether they relate it to events and situations in their own lives. In other words, do the viewing preschoolers identify with the characters and situations presented in social and affective programming?

This study does not assess the effectiveness of the Sesame Street material in influencing the children's behavior. We did attempt to discover how children coped with comparable situations by interviewing them about their own feelings concerning things like jealousy and stealing before they saw the tapes, and getting them to tell us about situations where similar things happened to them.

The social and affective material used in this study presented the Sesame Street characters in bits on coping with failure, entering social groups, the basic emotions of jealousy and pride, and stereotyping of occupational roles. The bits representing each category are shown in Table 1.

In addition to examining children's comprehension of the social goals material, we also conducted a limited attention study. An effort was made to compare children's responses to the different bits which represented different approaches to presenting social goals materials. The children were observed while viewing: the quality of their attention was noted by observers who also noted any behaviors and comments made by the children while they watched the shows.

Finally, a small audience survey was conducted. The children were asked about their favorite TV shows and their favorite TV characters.

Organization of the Report

The following section will outline the procedures followed in conducting the various parts of this formative research. Following this, discussions are presented about particular bits. The final section reports the summary and conclusions about the social goals bit and a discussion of relevant developmental research.

TABLE 1

Sesame Street Bits on Social and Affective Goals by Category

Coping with Failure

- The Count Retires (2 parts)
- Big Bird is Bad (2 parts)
- Keep on Trying - Roosevelt Franklin

Entering Social Groups

- Herry the Joiner (4 parts)
- New Ball in Town
- The Crowd: Richard Pryor

Basic Emotions

- Pride/Self-esteem:
  - Frankie Four Eyes
  - Gordon's Song
  - Roosevelt Franklin: Days of the Week

- Jealousy:
  - Oscar's Jealous

Stereotyping

- Women Can Be

II. METHODS

2.1 Design and Sampling Procedures

2.1a Stimulus Materials

Two tapes, each approximately one hour long, dealing with the *Sesame Street* social and affective goal areas were edited for this study by Children's Television Workshop. They included social goals bits from the current season's programming (1974-1975) and filler material from *Sesame Street*; e.g. the *Sesame Street* song, numbers, letters, and concept bits. For the present study we divided the two hour-long tapes into three which ranged from 14 minutes and 59 seconds to 25 minutes and 55 seconds. This was done to keep the total viewing and interviewing sessions to a maximum of 45 minutes of the children's time. The three tapes used in the study are listed in Table 2.

2.1b Subjects

The viewers for this study were 73 black, white, and Spanish speaking children who attended Head Start and day-care centers in the inner city area of Springfield and Holyoke, Massachusetts. The white and Spanish speaking children came primarily from Holyoke, Massachusetts, and the black children

TABLE 2: Material Included in the Three Test Tapes

TAPE I

Show #	Bit	Title	Time
760	2	Opening S.S. Theme #4	:50
*760	3	Herry, The Joiner (Social Attitudes)	2:03
760	5	VTR: #1 Activity -- Jumping Rope	:56
*760	6	Herry Holds the Rope (Social Attitudes)	1:24
760	7	Film: King of Eight	1:09
*760	9	Blow Up (Social Attitudes)	1:07
760	10	Film: Jazz #8	:47
760	11	Film: Ruler-Shoes	:35
*760	12	Herry Finally Joins In (Social Attitudes)	1:02
750	16	Film (LA) Tiger Looking	:57
760	17	VTR: Taxi (Kermit)	:54
*733		Women Can Be (Pride)	3:15
			14:59

* Bits tested

TAPE II

Show #	Bit	Title	Time
674	16	Film: S. Pump	:18
*419	13	VTR: Roosevelt Franklin: Days of the Week	3:26
715	21	Film: (LA) Tails	:47
715	22	Film: Poverty T	:40
*715	23	The Count Retires - Part I	1:32
715	25	Film: (LA) Mad Painter #7	1:06
*715	26	The Count Retires - Part II	5:07
715	27	Film: Imagination V	1:06
*777	42	Film: New Ball in Town	1:27
777	44	Song: ABC - DEF - GHI (BB)	1:40
*744	3	RF: Keep on Trying	--
			17:09

* Bits tested

TAPE III

Show #	Bit	Title	Time
676	25	VTR: Kermit/Stephanie/Chris Alphabet	:57
*676	26	Oscar's Jealous (Emotions)	2:25
676	27	Film: 12 Little Birds	:42
676	32	VTR: Baseball Pixillation (Marion David)	1:16
*767	3	VTR: Song: A Kid Like You (Gordan)	
779	4	Film: I'm Six	:25
779	4A	Film: (LA) Architect	1:18
*779	4B	VTR: Richard Pryor -- Crowd	1:30
779	7	Film: C Not Cat	:10
779	8	Film: (LA) C Cars (Katz)	:47
779	9	Film: C Cake	:35
*723	3	Bird is Bad	3:47
723	4	Letter K - Keyhole	:56
*723	5	On the Mercy of the Cart	4:05
723	6	Film: Poverty K	:51
680	14	Film: (LA) In/Out - Old Time Movie	:25
*680	18	Frankie "Four-Eyes" (Self-Image/Pride)	2:08
			24:55

* Bits tested

TABLE 3 : Mean Age of Subjects by Race and Sex

Overall - Total

	Male	Female	TOTAL
	Age[a]/ n	Age/ n	Age/ N
White	54.2/ 12	54.5/ 17	54.3/ 29
Black	61.2/ 20	61.03/ 16	66.1/ 36
Spanish	54.0/ 3	60.6/ 5	58.1/ 8
Total	58.3/ 35	58.0/ 38	58.2/ 73

Overall - By Tape

TAPE 1

	Male	Female	TOTAL
	Age/ n	Age/ n	Age/ N
White	54.5/ 8	53.7/ 7	54.1/ 15
Black	61.03/ 7	60.1/ 7	60.02/ 14
Spanish	55.0/ 2	62.0/ 1	57.3/ 3
Total	57.2/17	57.3/15	57.3/ 32

TAPE 2

	Male	Female	TOTAL
	Age/ n	Age/ N	Age/ N
White	57.6/ 5	55.4/10	56.1/ 15
Black	59.9/ 9	61.6/ 5	60.5/ 14
Spanish	57.0/ 2	63.3/ 3	60.8/ 5
Total	58.8/16	58.4/18	58.6/ 34

TAPE 3

	Male	Female	TOTAL
	Age/ n	Age/ n	Age/ N
White	54.8/ 9	56.6/ 7	55.6/ 16
Black	61.5/ 8	62.04/ 5	61.6/ 13
Spanish	0 / 0	55.0/ 2	55.0/ 2
Total	57.9/17	58.2/ 14	58.1/ 31

[a] Age in months

TABLE 4

Mean, Median, Modal Age of Children Interviewed About Each Bit.[a]

Variable	Range[b]	Mean	Median	Mode	N
All subjects	42-74	58.29	58.67	62.00	73
Big Bird is Bad	42-74	58.06	58.25	62.00	31
Richard Pryor: The Crowd	42-74	58.06	58.25	62.00	31
Frankie Foureyes	42-74	58.06	58.25	62.00	31
New Ball in Town	43-74	58.97	59.50	62.00	32
Gordon's Song	42-74	58.06	58.25	62.00	31
The Count Retires	43-74	58.60	59.00	62.00	34
Roosevelt Franklin: Keep On Trying	46-74	59.48	59.75	62.00	31
Herry The Joiner	42-72	57.25	58.5	62.00	32
Roosevelt Franklin: Days of the Week	43-74	58.76	59.25	62.00	33
Women Can Be: Pretest	43-74	58.87	59.25	62.00	31
Women Can Be: Posttest	42-72	57.25	58.50	62.00	32
Oscar's Jealous	42-74	58.52	59.00	62.00	31
General Questions	42-74	58.29	58.67	62.00	73

[a] Based on ages of all children answering questions about each bit.

[b] Age= age in months

came primarily from Springfield, Massachusetts. These children were selected as representative of the Sesame Street target population. Descriptions of the eight centers are presented in Appendix A.

The children ranged in age from 3 years and 6 months to 6 years and 10 months old. The mean age of the children in the sample was 4 years and 10 months; the median age was 4 years and 11 months. Table 3 presents a breakdown of subjects by race and sex, and the race and sex of the children who viewed each bit. Table 4 presents the mean, median, and modal ages of the children interviewed about each bit.

All of the children in the classrooms whose teachers had agreed to participate were given letters explaining the nature of the research and requesting the parent's permission for their children to participate. The children finally included in the study were those who returned signed parent permission forms. The testing took place during the last three weeks of the school year.

Remuneration was provided to cooperating classrooms in the form of Sesame Street materials provided by Children's Television Workshop.

2.1c Race, Sex, and Age Differences

As Table 3 indicates, there were significantly fewer Spanish speaking than black and white children. Because the Spanish speaking sample was smaller than the other two groups, they were dropped from analyses comparing racial/ethnic groups.

Analysis of variance with age in months as a dependent variable revealed that there was a significant difference in the ages of the three ethnic groups

($F=7.46$, df=2, $p < .001$). The black subjects in the sample were significantly older than the Spanish speaking subjects ($t=3.91$, df=63, $p < .005$). However, the age differences between black and Spanish speaking children and white and Spanish speaking children were not significant. Comparisons between racial groups are thus confounded by the significant age difference between the two groups.

In order to ascertain whether age had a significant effect on the children's responses, Pearson correlations between age and category of response were performed for each item. For these analyses, the children's response were categorized into an ordinal scale where responses were ranked as follows: 1=incorrect, 2=correct with prompting, 3=correct without prompting. Significant correlations between age and the children's responses are noted in the figures presenting the overall responses to each item.

One-way analyses of variance were also performed using age as a dependent variable and response category as the independent variable. Significant F values are also noted.

Finally, age was dichotomized into groups above and below the median age. Chi-square analyses were performed for each item with age by response category. Significant differences are noted and discussed in the text when they occur.

2.2 Viewing Procedures and Interviews

2.2a Interviewing Procedures

Instructions given to the interviewers can be found in Appendix B. These instructions were designed to standardize the interview procedures across interviewers and to comply with federal regulations regarding informed consent for all subjects and assurance that they can withdraw from the study at any time.

In order to increase rapport with the children and also to comply with government regulations, the children were told the purpose of the study. We told them that we needed their assistance to help the "Sesame Street people" make a better television show, and that we would show them some Sesame Street shows and ask them some questions. All of the children seemed to understand this request and were willing and eager to help. They were asked about their favorite television shows and their favorite characters in order to make them feel at ease and to start them talking about television. Once rapport was established, all of the children were asked the general previewing questions. Initially, all of the children were not asked all of the questions because we felt that they would become restless. However, as the study progressed, it became apparent that most of the children would cooperate throughout the whole interview, so the interviewers continued questioning the children until they either completed the interview or refused to continue.

Willingness to cooperate during the interview was independent of age and bit. Variation appeared to be due to individual differences in children; variations in the same child seemed to depend on how the child was feeling on a particular day. We found that some children who had been uncooperative on the first day we were in the classroom were willing to participate on the second day. We recommend that where time permits, interviewers should spend a day getting acquainted with the children before beginning the study.

The children viewed the tapes in groups of three and four and were interviewed individually by the interviewers. Finally, a group of twelve additional children were questioned about several of the bits and concepts presented in the shows.

2.3 Questionnaires

2.3a Initial Assessment

The children were asked a series of general questions about social and interpersonal situations analagous to those they would see in the Sesame Street bits before they viewed any of the tapes. They were questioned about their feelings about jealousy, entering social groups, coping with failure and frustration, doing something bad, and their ideas about what men and women can be. These areas of social and affective development were chosen to correspond to and provide information about the children's initial feelings before viewing the Sesame Street material.

Accompanying artist's drawings (not related to any particular bit) were used to set the stage for some of the questions and also to illustrate some of the multiple choice alternatives. Copies of these drawings and the accompanying questions can be found in Appendix C .

All of the questions were asked initially as though they were open-ended. These same questions were interspersed throughout the post-viewing questions; however, no drawings were used during the post-viewing questions. Questions about the appropriate concept or hypothetical situations followed the bits with which they were similar. We hoped to assess, in a limited way, whether the bit had any immediate effect on the children's responses. The interviewers were instructed to clear up any ambiguities in the children's answers immediately. They were also instructed to write down everything the children said.

2.3b Comprehension Questions

Following the viewing of the tapes, the children were interviewed individually. Post-viewing interviews generally lasted from 8-10 minutes. The children were reminded of the bits one at a time as they were questioned. Polaroid pictures from the bits were used as memory aids for the children, but most of the children did not seem to require them. (The interview schedule can be found in Appendix D).

Young children have a tendency to respond to open-ended questions with "I don't know," an idiosyncratic or irrelevant response, or no response at all. We sought to avoid the lack of response and evasions by including both open-ended and forced-choice questions. Open-ended questions were asked first and the children's responses were recorded. If the children gave partially correct or incorrect responses, or failed to answer the questions, the three fixed-choice multiple choice alternatives were read in a questioning tone of voice. The correct answer was always presented last. The interviewer read each of the three alternatives separately, and forced the child to either accept or reject each of the three alternatives. If a child chose more than on alternative, or changed his/her mind, the interviewer presented the data in paired comparison form. That is, the experimenter read both alternatives and encouraged the child to choose one of them and clearly reject the other two. In the results section, the correct open-ended responses are presented separately from those responses given after prompting.

Recognition of correct answers is not as desirable as producing the correct answer, but it was considered better than no response. Recognition of the correct answers under these testing conditions provided us with at best an approximation of the children's understanding of the bits. The interviewers were instructed to give the children intermittent praise; e.g. "That's a good answer." "You're helping me a lot." This tended to keep the children happy and more willing to complete the session.

In future studies, where time permits, I suggest the use of a paired comparison technique similar to the one used by Leifer and Roberts (1969) in their study of the effects of television on aggression.

2.4 Interviewers

Seven interviewers were used in this study: four white females, including one Head Start teacher who interviewed her children in Spanish when necessary, one black female; and two white males.

III. ATTENTION STUDY

An attention study was conducted in order to determine whether the children were differentially active to the new material. The observation schedule and rating forms were provided by Children's Television Workshop. Copies of the instructions can be found in Appendices E and F . The actual rating forms used by the observers can be found attached to the questionnaire in Appendix E . The attention ratings were made over the whole bit rather than within a bit. They consisted of a series of questions to be answered while the children viewed each bit and numerical rating of overall attention. Attentiveness was rated on a five point scale from "Poor" (1) to "Excellent" (5).

The ratings were done only while the children watched the target social and affective bits; thus comparisons between social goals materials and the "filler" material are based on observer's notes and comments.

3.1 Reliability

Results of the attention study revealed that the observers had difficulty distinguishing between the "3," "Good" rating, and the "4=Very good" rating. The majority of the disagreements among the raters occurred with these two ratings. According to the observers, differences between a rating of four or five reflect differences between individual children. That is, some children participated continually throughout the shows, and some children never participated. Sometimes active participation by one child interfered with his/her own understanding of a bit, and disturbed and distracted the other children around him or her. This was a problem primarily when the children were watching the social and affective

TABLE 5

ATTENTION DATA BY TAPE AND BIT: MEAN, MODE , AND FREQUENCY OF EACH RATING

TAPE I

Bit	Mean Rating	Modal Rating	Frequency of Each Rating				
			Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Herry the Joiner: Part I	4.06	4	4	26	2	0	0
Part 2	3.97	4	3	26	3	0	0
Part 3	4.09	4	5	27	0	0	0
Part 4	4.09	3.5-4	1	31	0	0	0
Women Can Be	3.81	3.5-4	5	21	3	2	1

TAPE 2

Bit	Mean Rating	Modal Rating	Frequency of Each Rating				
			Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Roosevelt Franklin: Days of the Week	3.96	3.4-4	12	13	7	2	0
The Count Retires: Part 1	4.15	3.5-4	10	22	2	0	0
Part 2	3.74	3.5-4	5	21	6	2	0
New Ball in Town	4.37	3.5-4	8	21	4	1	0
Keep on Trying	3.46	3.5-4	4	21	4	2	1

TAPE 3

Bit	Mean Rating	Modal Rating	Frequency of Each Rating				
			Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Oscar's Jealous	4.01	3.5-4	5	23	4	0	0
Gordon's Song: A Kid Like You	3.48	3.5-4	2	18	8	2	1
Richard Pryor: The Crowd	3.92	3.5-4	0	29	2	0	0
Big Bird is Bad: Part 1	4.06	3.5-4	5	24	2	0	0
Big Bird is Bad: Part 2	3.98	3.5-4	5	25	1	0	0
Frankie Four Eyes	3.93	3.5-4	5	25	2	0	0

bits which relied on the children's comprehension of the monologues and dialogue between characters. There was no zombie behavior except for one child who fell asleep.

In computing the overall ratings for a bit, disagreements between observers were averaged. Thus, a child who had been given a rating of 3 by one observer and a rating of 4 by another would receive a final rating of 3.5 for the purpose of calculating an average rating for the bit.

In the following section the bits are discussed by tape where Tape numbers 1, 2, and 3 refer to the numbers we gave them for the purpose of the study.

Tape I

Tape I consisted of four episodes of Herry the Joiner and Women Can Be. There were 160 ratings made of children watching Tape I: 32 children observed over 5 bits. Fourty-four of these were paired observations. There were 14/44 disagreements between observers watching the same child. Seven or 16% of these disagreements were 3-4 disagreements about whether a child was attentive ("3") or very attentive ("4"). In three cases, there was a discrepancy of two points in the rating the two observers assigned to the same child. In two of the latter cases the observers appeared to have had difficulty in deciding whether the child was actively participating with the bit or distracted.

Herry the Joiner

As Table 5 illustrates, the mean ratings for each of the four parts of Herry the Joiner varied little. There was very little variability in the children's responses to the social and affective bits tested. The modal rating in each case was 3.5-4, indicating that the children were generally attentive throughout the segments. Examination of the observers' comments shows that most of the children's comments involved naming familiar characters or describing something as it occurred; e.g. Herry throwing Oscar's can, bursting the ball, tangling Big Bird up in the jumprope, or dropping the large sticks in the pick-up-sticks game. A number of the four-and-a-half to five year olds seemed to appreciate the humor of the bits as indicated by their smiling, pointing, and laughing.

Women Can Be

As with Herry the Joiner, the children were on the average attentive to this bit (see Table 5). Most of the children were caught up by the music in this bit. They clapped their hands and kicked their legs in rhythm with the music. After the music, the countdown and the rocketship lady blasting off attracted the most attention. Several children counted along with the countdown. One child began counting the women as soon as the bit began; involved with this task, he didn't appear to be attending to the words they were singing. None of the children commented about the substance of the bit although their responses to the comprehension questions indicated that they had attended to some striking or interesting aspects of the visual presentation. For example, during the interview a number of children commented on the rocketship lady blasting off.

Tape II

Tape 2 consisted of five bits: Roosevelt Franklin: Days of the Week; The Count Retires, Parts I and II; New Ball in Town; and Keep on Trying, along with fillers(see Table 2 for listing). A total of 170 observations were recorded, of which sixty-nine were paired observations. The observers disagreed about 35 of these paired observations (51%). Thirty-two children were each observed over 5 bits.

Twenty of the thirty-five disagreements involved discrepancies of one rating point: most common were disagreements about whether to rate attention as Very Good ("4") or Good ("3"). Eleven were disagreements between ratings of Excellent ("5") and Very Good ("4"). Four disagreements involved discrepancies of two or more points between the observers' ratings.

If we count only those paired observations where the observers were in total agreement, reliability is quite low; that is, the raters only agreed on 49% of their ratings. If we count the discrepancies of one point between observers' ratings as agreements, we have 54 agreements or 92% agreement.

Roosevelt Franklin: Days of the Week

As Table 5 indicates, on the average most of the children were attentive to this bit. About half of the children participated actively with the music, clapping hands, snapping fingers, singing and swaying with the music.

The Count Retires

Although the children were quite attentive throughout Part I of The Count Retires (see Table 5), there was very little participation with this bit. A few of the children remarked "That's Counter." Several also commented on the carousel, and two children started counting the horses. Three or four of the thirty-four children commented on the Count's mistake; e.g. "Ooohh, he made a mistake." Ten of the thirty-four children who saw the second part of The Count Retires became involved in counting scoops of ice cream and magazines aloud.

New Ball in Town

Half of the thirty-four children viewing actively participated with this bit. Most of the children continually commented about the actions of the balls; e.g. "They're bumping heads," "There's balls with no heads," "Three balls," "I couldn't catch it," "There's three big balls and one little ball."

Two children noticed that the different ball wasn't playing and commented "They wouldn't let him play," and "They let him play" at the end. Several pointed to the balls and said "I like that one." Most of the children also responded to the music by clapping their hands, snapping fingers, and moving their bodies in time with the music.

Roosevelt Franklin: Keep on Trying

Thirty-four children were observed watching this bit. Eleven of them participated to some extent; however, their participation was limited usually to singing and clapping. Two of the children remarked that they had seen this one before. Table 5 presents a summary of the attention ratings for this bit.

Tape III

Tape 3 consisted of six bits: Oscar's Jealous; Gordon's Song, Richard Pryor: The Crowd; Big Bird is Bad, Parts I and II, and Frankie Four Eyes. There were 79 paired observations out of 186 (31 children observed over six bits). Fourteen of the disagreements were between ratings of Very Good ("4") and Good ("3"). Ten were disagreements between ratings of Excellent ("5") and Very Good ("4"). Two disagreements involved discrepancies of greater than one point. Here the observers seemed to have trouble agreeing whether a child was actively participating or actually distracted from the ongoing content of the bit.

If we count discrepancies of one point as agreements, then we get 97% agreement between raters. If we count only total agreement, we get 67%.

Oscar's Jealous

There was very little particpation with this bit, although the children were on the average quite attentive. Only four of the children who viewed made any comment at all. Their comments were: "David, David, David;" "That's Oscar in a dirty trashcan;" "He called her skinny;" "Is that Cookie Monster?" "Skinny;" "Skinny:" "Garbage on top of him;" "Go back down and you're at home." A summary of the attention ratings for this bit is presented in Table 5.

Gordon's Song: A Kid Like You

The children were fairly attentive to this bit, as Table 5 indicates. Only six children participated in a directly observable way. Three of these children swayed and moved their legs in time with the music and three other commented about the bit: "Boy, that song is so slow," "Like me and like you and like you (pointing to the other children in the room)," "I'm not a kid, I'm a big boy." The remaining children watched, although some fidgeted a bit.

Richard Pryor: The Crowd

All of the children were either attentive or very attentive to this bit, although there was no participation or comment. Attention ratings are summarized in Table 5.

Big Bird is Bad, Part I

As Table 5 indicates, all of the children watching this bit received ratings of attentive or very attentive. Twelve of the thirty-one children commented about the action in this bit. All of these children responded to the presence of Big Bird; e.g. "There's Mr. Bird." Some clapped or cheered. Several of the children commented on Bad Barney calling Big Bird a "big chicken." They thought this was funny.

Six of the children made some comment about Big Bird doing a bad thing; e.g. "He's a big chicken" because he did a bad thing, "Stole something," "Big Bird is not a big chicken, he shouldn't run away," etc....

Frankie Four Eyes

All of the children were quite attentive during this bit. Ten of the thirty-one children commented. All ten commented on Frankie's hitting the ball. One also wanted to know who was throwing the ball. Attention ratings are summarized in Table 5.

3.2 Summary and Conclusions

The observers noted striking differences in the behavior of the children when they were watching the fillers and when they were watching the social and affective test bits. The children engaged in much more active participation with the fillers.

There are several plausible explanations for this. First, the fillers contained standard familiar Sesame Street material and they are repeated often. The majority of the children reported that Sesame Street was their favorite television show and many seemed to have memorized the fillers (see Tables 6 and 7). For example, they would count in unison during the counting bits, and point and answer in response to the questions asked in the songs; e.g. when the singer asks "Which kid's doing his own thing?" the children pointed and yelled out in unison "That one." The children also began yelling "Faster, faster, fastest," as soon as that bit began.

In addition to their apparent familiarity, the fillers were also shorter and snappier than the social and affective pieces. Enjoyment and appreciation of the social goals bit depended on attending to and comprehending the dialogue in the audio portion of the show in all of the pieces except New Ball in Town. The children appeared to be willing to make this effort, and the results of the comprehension testing revealed that they had followed most of the plots of the shows.

The pacing of these Sesame Street bits appeared to have been appropriate for the children in this age group. The bits appear to have been about the right length and the children were not bored.

Comparisons can be made between the children's attention to the Sesame Street bits and the social and affective bits in the new show, Vegetable Soup (which will be shown on PBS and NBC stations) which has only social and affective goals.

The pilot shows of Vegetable Soup presented more sophisticated concepts which were somewhat longer than the Sesame Street bits and which depended on closer attention to the plot. Paradoxically, higher levels of participation interfered with comprehension of the facts and social messages. Vegetable Soup was consequently more effective with the six through eight year old group than with the four to five year olds, although the show was mandated to aim for a four through eight year old audience.

TABLE 6

Shows Nominated as Favorites in Order of Number of Times Mentioned*

SHOW	NUMBER
Sesame Street	39
Cartoons	15
Electric Company	13
Popeye	8
Flintstones	7
Mickey Mouse Club	7
Six Million Dollar Man	7
Zoom	7
Shazam	5
Superman	5
Felix	4
Captain Marvel	3
Mr. Rogers	3
Sanford and Son	3
Bewitched	2
Brady Bunch	2
Cher	2
Clowns	2
Good Times	2
News	2
Skoobie Doo	2
Batman	1
Bugs Bunny	1
Emergency Plus Four	1
Lassie	1
Leave it to Beaver	1
Let's Make A Deal	1
Lucy	1
Movies	1
Nanny and the Professor	1
Roadrunner	1
Showdown	1
Street Boston	1
That's My Mama	1
Wonderwoman	1

*Most children nominated more than one favorite show

TABLE 7

Favorite Television Characters

Character	Number
Big Bird	23
Oscar	6
Popeye	6
Superman	6
Mickey Mouse	5
Robin (Batman)	5
Cookie Monster	4
Donald Duck	4
Batman	3
Cher	3
Ernie	3
Grover	3
Bugs Bunny	3
Barney Miller	2
Bob (Sesame Street)	2
Felix the Cat	2
Kojak	2
Lassie	2
Mr. Hooper	2
Snuffleluff	2
Susan (Sesame Street)	2
Wilma (Flintstones)	2
Wonderwoman	2
Bam Bam (Flintstones)	1
Barclays (Big Valley)	1
Bluto (Popeye)	1
Brady Bunch family	1
Chico (Chico and the Man)	1
Clowns	1
Count Dracula	1
David (Sesame Street)	1
Devil	1
Fred Flintstone	1
Goofy	1
Herry Monster	1
Jay-Jay (Good Times)	1
LeMont (Sanford and Son)	1
Lucy	1
Monsters	1
Mr. Rogers	1
Mr. West	1
Olive Oil	1
Pink Panther	1
Pluto (Mickey Mouse)	1
Police	1
Road Runner	1
Sir John (Batman)	1
Stuffy Street	1
Timothy Frog	1

3.3 Comparisons and Critique

Where time permits, I would recommend the use of another method of rating attention which was developed by Children's Television Workshop. This method requires that the observers rate the children's viewing behavior at least every thirty seconds, and the categories are broken up in a somewhat different fashion. (See Appendix G).

Although this method takes more time initially, and involves more computation, the results are more useful to production and research analysts. For example, it is possible to correlate attention with specific incidents in a bit. An interval of 30 seconds also gives the raters time to make notes about the nature of any distraction or participation. We found that with practice observers were able to watch two to three children at a time and get reliability of between 90 and 100%.

Although the latter method may not be particularly cost-effective for very short bits, it proved very useful in providing information about longer, more complex social goals bits which involved both action and information which was carried in the dialogue (Graves, 1975; Nelson, 1975: Evaluation of Vegetable Soup). We found, for example, that while comprehension of a bit depended on following the audio portion, participation seriously impaired comprehension, making frequent repetition of messages and facts imperative.

IV. COMPREHENSION STUDY

This section presents results of the children's comprehension of the televised material as well as an assessment of some of their initial feelings about situations similar to those portrayed in the social goals bits. The results are grouped according to goal areas: Entering Social Groups, Coping with Failure, Basic Emotions, and Stereotyping.

4.1 Entering Social Groups

A child's ability to enter social groups successfully can have important consequences during early childhood as well as during later childhood and adolescence. The ability to initiate interactions with other children is especially significant for a young child facing school for the first time as occurs annually for a large proportion of Sesame Street's viewing audience. In school, children are faced with the necessity of interacting with large numbers of children. For some children, the problem of getting along with many new children may be complicated by the fact that the new and unfamiliar children may come from different ethnic and racial backgrounds. Fear of others, existing negative stereotypes, and a lack of skills for getting along with other children may interfere with smooth transition and adjustment to school. Specific strategies which augment the children's repertoire for initiating contact with other children are likely to increase their effectiveness in entering into social interactions, their general level of social competence, and their ability to deal with the new public school environment. Television portrayals presenting a number of characters in various situations may aid in this transition.

Three segments which presented several models of situations where someone tries to join a group and is either successful or unsuccessful were tested in this study. The bits used non-human characters (Herry), abstractions (the balls), and imaginary characters (Richard Pryor). The bits tested were Herry the Joiner, Richard Pryor: The Crowd, and New Ball in Town. Herry the Joiner portrays a character with a physical stigma or handicap with regard to playing games with people. Herry is too big and strong and invariably ruins things. In each of four episodes, Herry tries a number of gambits in order to be allowed to play with the other Sesame Street characters. Unfortunately, in each episode he fails, because, despite his good intentions, he ruins the game.

David and Maria, in the final episode, demonstrate the goal of helping another person enter the group. They are aware of Herry's problems because of his strength and size, and try to find a game they think he could play. He fails at this too.

New Ball in Town is a short, abstract bit which illustrates a stranger or new person who comes up and joins a group of balls already playing. In The Crowd, Richard Pryor pretends to be two children trying to decide what game to play when a third child joins them and suggests that they go to his house and play jumprope.

4.1a Previewing Assessment

The children were asked two questions about entering social groups in the pre-viewing session. They were asked what they would do if a new kid came up and wanted to play with them, and what they would do if they saw a group of kids they didn't know playing and wanted to play too (the exact questions and multiple choice responses are presented in Appendix D). The results, graphed in Figures 8 and 9, show that a majority of the children said that they would play with him or her. However, 21% of the 66 children questioned said they would not play with a new child. Their responses fell into two main categories: those who said that they would withdraw from the situation (9%), and those who said that they would fight with the new children.

Most of the children (58%) expressed no shyness (at least not verbally), responding that they would go up and ask to play with a new group of children. However, a substantial minority of the children (32%) said that they wouldn't play. Some said that they would go and play with somebody else that they already knew, such as a sibling or cousin, or a best friend (21%); others said that they wouldn't play at all, but that they would do nothing or go home (11%). Another eight percent of the children said that they would fight with the new child.

Thus, although most of the children appeared to be generally self-confident enough about going up and joining a group, at least in the abstract, a substantial minority did not. Their ways of coping with the situation varied from withdrawal and aggression to relying on old friends and siblings.

4.1b Herry the Joiner

Herry the Joiner, the longest of the social goals bits tested, is divided into four segments, separated by filler material from the other Sesame Street shows. In Part I, Herry sees Bob and the kids playing kick the can, and wishes he could play too. But he's so big and strong that they reject him. He gets his own can which is too large for a normal child. It happenes to be Oscar's garbage can and Oscar is inside. Herry kicks the can and Oscar goes flying into the street.

FIGURE 9. Previewing Assessment: Entering Social Groups

Question 4: If you saw a group of kids you didn't know playing and you wanted to play too, what would you do?

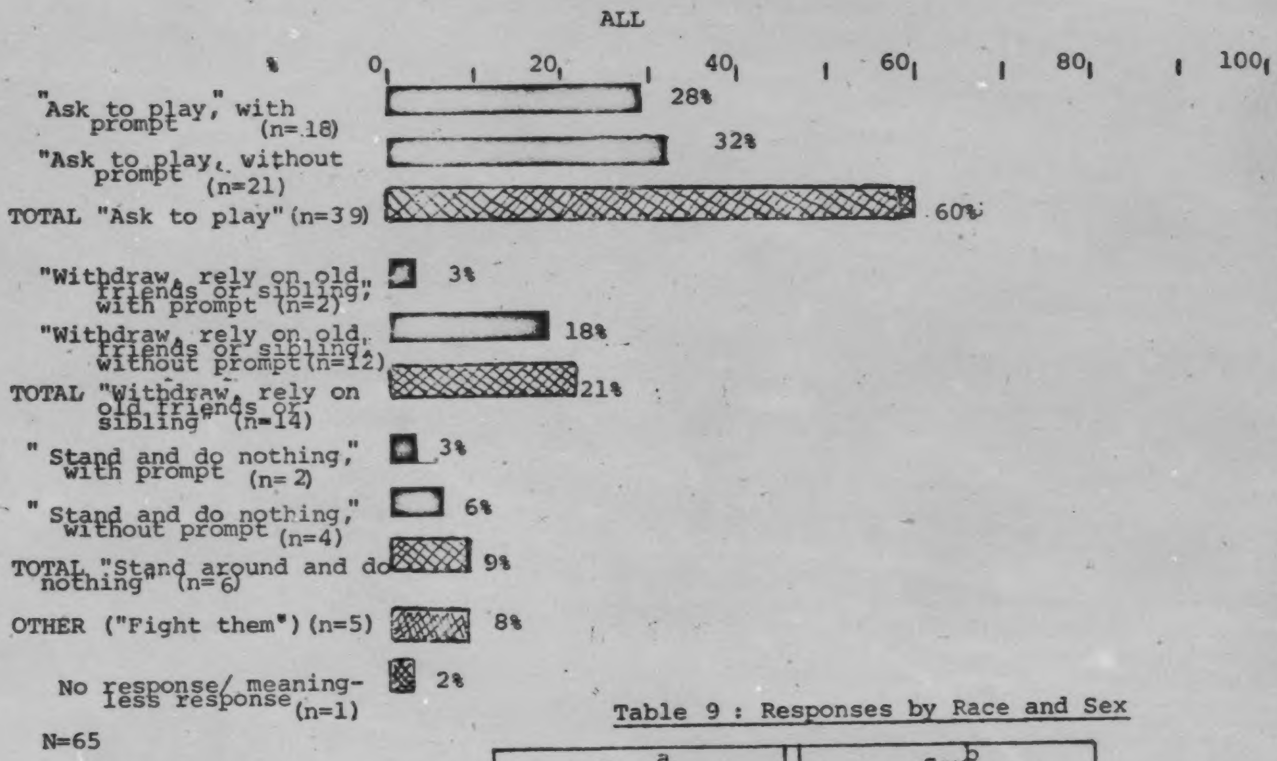
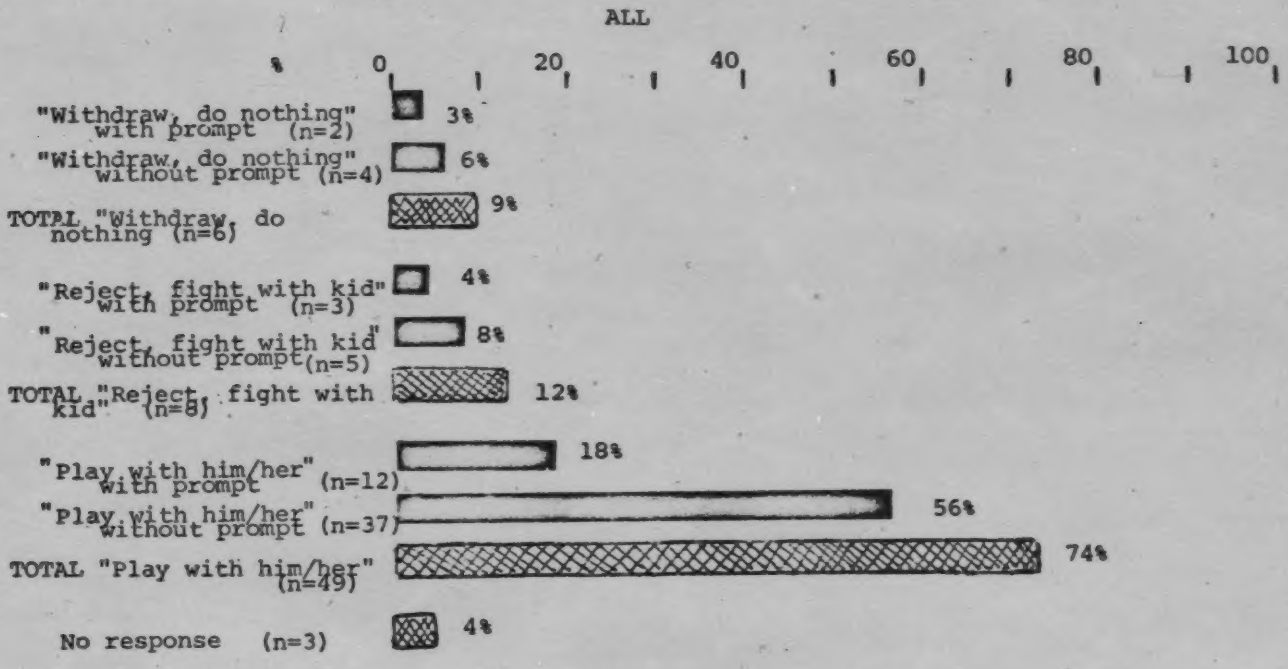


Table 9 : Responses by Race and Sex

	Race[a]		Sex[b]	
Responses	Black	White	Male	Female
TOTAL "Ask to play"	24(67%)	9(39%)	19(59%)	20(60%)
"Ask to play," with prompt	10(28%)	6(26%)	9(28%)	9(27%)
"Ask to play," without prompt	14(39%)	3(13%)	10(21%)	11(33%)
TOTAL "Withdraw, rely on old friends or siblings"	8(22%)	6(26%)	9(28%)	5(15%)
"Withdraw, rely on old friends or siblings," with prompt	1(3%)	1(4%)	1(3%)	1(3%)
"Wibhdraw, rely on old friends or siblings," without prompt	7(19%)	5(22%)	8(25%)	4(12%)
TOTAL "Stand around and do nothing"	3(9%)	4(18%)	2(6%)	4(12%)
"Stand around and do nothing," with prompt	1(3%)	2(9%)	0(0)	2(6%)
"Stand around and do nothing," without prompt	2(6%)	2(9%)	2(6%)	2(6%)
TOTAL OTHER ("Fight them")	1(3%)	4(17%)	1(3%)	4(12%)
No response/meaningless	0(0)	0(0)	1(3%)	0(0)
Black=36, White=23 Male=32, Female=33	[a]Chi square=11.31, df=6, p <.07 [b]Chi square=6.17, df=7, NS			

FIGURE 8. Previewing Assessment: Entering Social Groups

Question 3: What would you do if a new kid came and wanted to play with you?



N=66

Table 8 : Response by Race and Sex

Response	Race[a]		Sex[b]	
	Black	White	Male	Female
TOTAL "Withdraw, do nothing"	2(6%)	4(16%)	2(6%)	4(15%)
"Withdraw, do nothing," with prompt	0(0)	2(8%)	1(3%)	1(3%)
"Withdraw, do nothing," without prompt	2(6%)	2(8%)	1(3%)	3(9%)
TOTAL "Reject, fight with kid"	3(17%)	3(12%)	5(17%)	3(9%)
"Reject, fight with kid," with prompt	1(8%)	1(4%)	2(7%)	1(3%)
"Reject, fight with kid," without prompt	3(9%)	2(8%)	3(10%)	2(6%)
TOTAL "Play with him/her"	27(80%)	18(69%)	20(66%)	29(81%)
"Play with him/her," with prompt	5(15%)	6(23%)	7(23%)	5(14%)
"Play with him/her," without prompt	22(65%)	12(46%)	13(43%)	24(67%)
No response	1(3%)	1(4%)	3(10%)	0(0)
Black=34, White =26 Male=30, Female=36	[a]Chi square=4.24, df=6, NS [b]Chi square=7.65, df=6, NS			

In Part II, Herry sees Big Bird playing jumprope. He offers to turn the rope for Big Bird; however, he turns the rope too fast and Big Bird gets tangled up in the rope. In Part III, Herry sees Jay shooting baskets. Herry offers to blow up Jay's basketball. He blows too hard and the ball bursts. In Part IV, David and Maria try to find a game that Herry can play without causing any damage. They think of pick-up-sticks. Herry, delighted at this game, goes out to get his own sticks, large branches, which he throws on the floor. The piece ends with Herry a total failure at playing games with people.

Thirty-three children who ranged in age from 43-74 months (mean, median, and mode are shown in Table 4) were tested. The children were shown Polaroid photographs of scenes from the bits to remind them of each episode before they were questioned. The questions assessed their comprehension of the plot as well as their understanding of some of the feelings and motivations of the characters.

As Tables 10.2-10.14 indicate, there were no significant differences between the responses of male and female and black and white children. The Spanish speaking children have been omitted from the table presenting ethnic differences because their group was not large enough to permit meaningful comparisons.

As Table 10.1 indicates, virtually all of the children (90%) realized that Herry wanted to play with Bob and the kids, and the majority of the children (61%) realized that they didn't want to play with Herry because he was too big and strong. However, nearly 40%, a substantial minority of the children, were confused about their reasons for not wanting to play with Herry. Most of the children said the "didn't know" why Bob and the kids didn't want to play with Herry, and they also chose

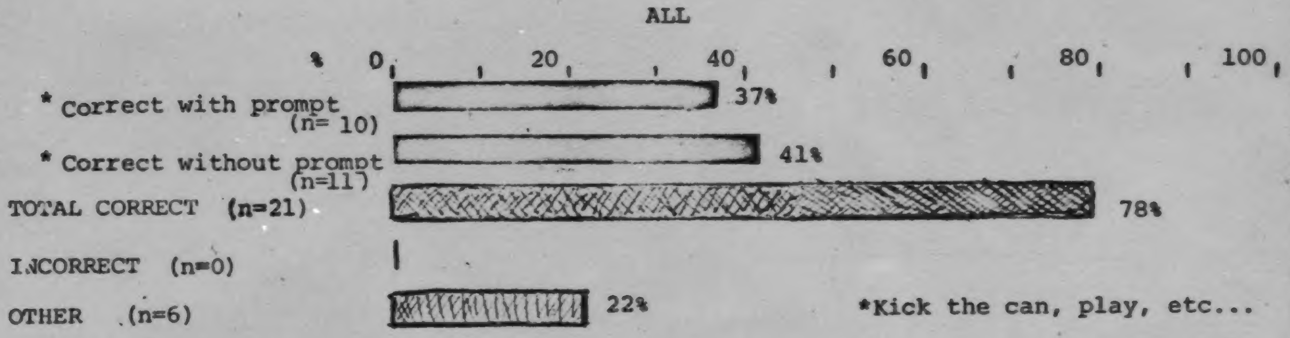
TABLE 10.1 HERRY THE JOINER

COMPREHENSION QUESTIONS	N	CORRECT WITH PROMPTING
1. What were Bob and the kids doing when Herry Monster came along? Ans.: Kick the can, play, etc.	27	10(37%)
2. What did Herry Monster want to do? Ans.: Play with them, etc.	28	8(28%)
3. Why didn't they want Herry Monster to play with them? Ans.: Because Herry was too big and strong, etc...	28	10(36%)
4. What kind of can did Herry Monster get? Ans.:Large can; garbage can with Oscar inside	28	5(17%)
5. What was Big Bird doing when Herry came along? Ans.: Playing jumprope, etc...	28	11(39%)
6. What did Herry Monster want to do? Ans.: Play too; jumprope with him...	26	10(38%)
7. What happened when Herry Monster started to turn the rope? Ans.: Turned too fast and Big Bird got tangled up	27	7(26%)
8. What did Herry Monster want to do? Ans.: Play basketball too....	27	9(33%)
9. Did Jay want Herry to play basketball with him? Ans.:"No..."	27	0(0)
10. What happened when Herry Monster tried to blow up Jay's ball? Ans.:"The ball burst; he broke it;" etc....	28	3(11%)
11. What game did David think of that Herry Monster could play? Ans.:Pick-up sticks	28	11(39%)
12. What kind of sticks did Herry Monster use to play the game? Ans.: Big sticks....	28	5(18%)
Mean Percentage		26.83%

CORRECT WITHOUT PROMPTING	TOTAL CORRECT	TOTAL INCORRECT
11(41%)	21(79%)	6(22%)
17(61%)	25(89%)	2(8%)
7(25%)	17(60%)	11(40%)
19(69%)	24(86%)	4(14%)
16(57%)	27(96%)	1(4%)
12(56%)	22(85%)	4(15%)
18(66%)	25(93%)	2(7%)
18(67%)	27(100%)	0(0)
25(93%)	25(93%)	2(7%)
21(75%)	24(86%)	4(14%)
14(50%)	25(89%)	3(11%)
21(75%)	26 (93%)	2(7%)
61.25%	87.41%	11.82%

FIGURE 10.2 HERRY THE JOINER (COMPREHENSION)

Question 1: What were Bob and the kids doing when Herry Monster came along?



*Kick the can, play, etc...

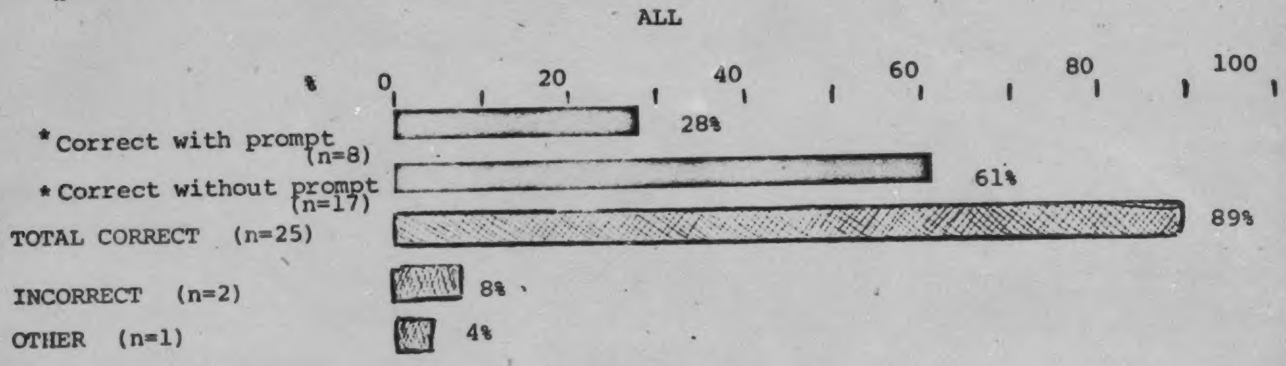
N=27

Table 10.2 Response by Race and Sex

	Race^{a}		Sex^{b}	
Response	Black	White	Male	Female
Correct with prompt	6(46%)	3(25%)	4(29%)	6(46%)
Correct without prompt	5(38%)	6(50%)	7(50%)	4(31%)
TOTAL CORRECT	11(84%)	7(58%)	11(79%)	10(77%)
INCORRECT	0(0)	0(0)	0(0)	0(0)
OTHER	2(15%)	3(25%)	3(21%)	13(23%)
B=13, W=12 M=14, F=13	[a]Chi square=1.25,df=2,NS [b]Chi square=1.18,df=2,NS			

FIGURE 10.3 HERRY THE JOINER (COMPREHENSION)

Question 2: What did Herry Monster want to do?



N=28

*Play with them, etc.

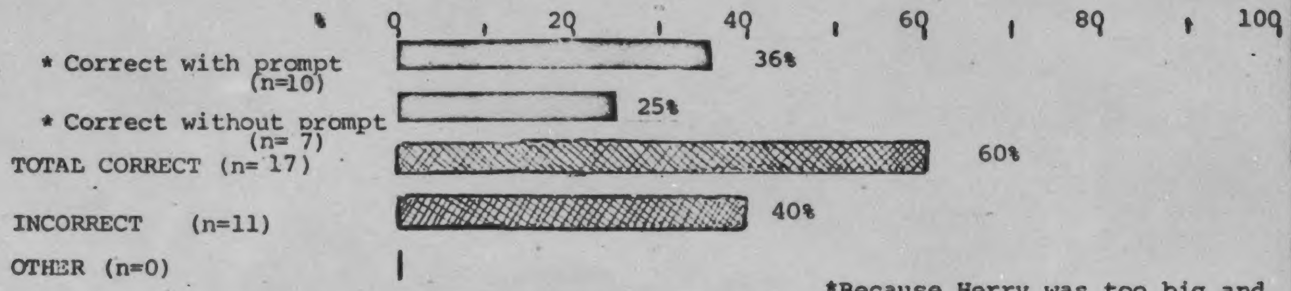
Table 10.3 Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	4(28%)	3(25%)	3(20%)	5(38%)
Correct without prompt	10(71%)	7(58%)	11(73%)	6(46%)
TOTAL CORRECT	14(100%)	10(83%)	14(93%)	11(84%)
INCORRECT	0(0)	1(8%)	0(0)	2(15%)
OTHER	0(0)	1(8%)	1(8%)	0(0)
B=14, W=12 M=15, F=13	[a]Chi square=2.53, df=3, NS [b]Chi square=4.85, df=3, NS			

FIGURE 10.4 HERRY THE JOINER (COMPREHENSION)

Question 3: Why didn't they want Herry Monster to play with them?[1]

ALL



*Because Herry was too big and strong, etc....

N=28

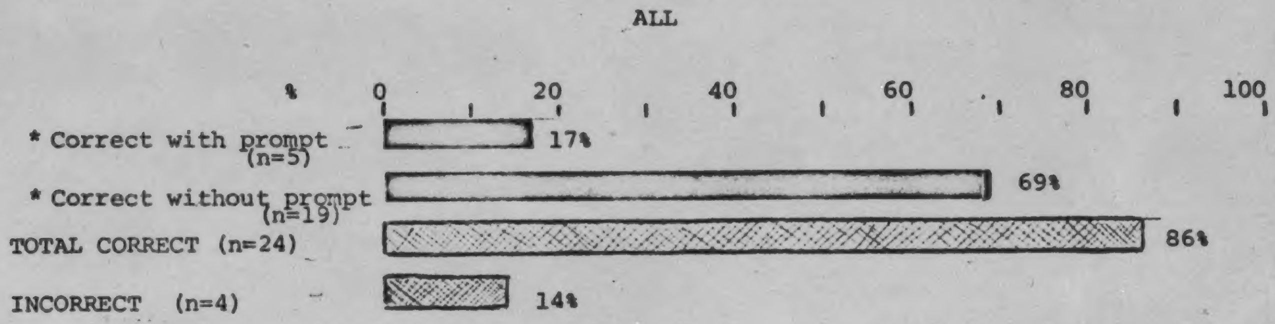
Table 10.4: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	4(29%)	4(33%)	6(40%)	4(31%)
Correct without prompt	5(36%)	2(17%)	5(33%)	2(15%)
TOTAL CORRECT	9(64%)	6(50%)	11(73%)	6(46%)
INCORRECT	5(36%)	6(50%)	4(26%)	7(54%)
B=14, W=12 M=15, F=13	[a]Chi square=1.23,df=2,NS [b]Chi square=2.37, df=2,NS			

[1] Pearson correlation: response category by age, r=.47, df=28, $p < .006$. ANOVA, Age by response category, F=3.50, df=2,25, $p < .05$.

FIGURE 10.5 HERRY THE JOINER (COMPREHENSION)

Question 4: What kind of can did Herry Monster get?



*Large can, garbage can with Oscar inside

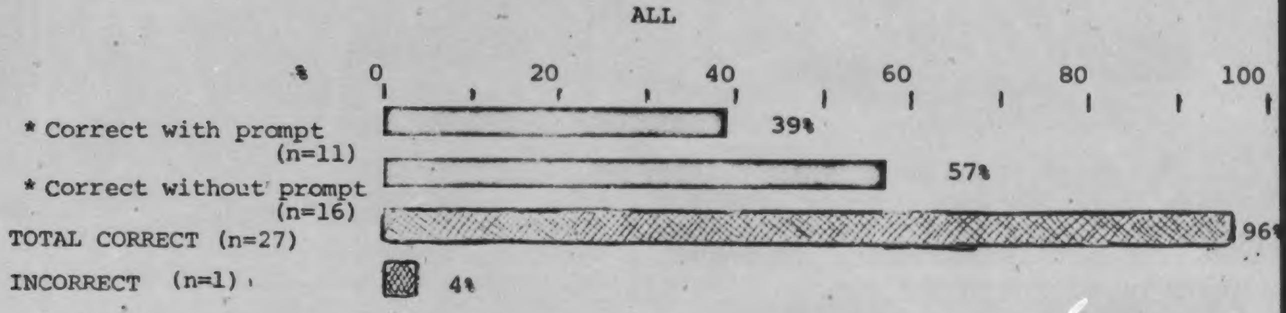
N=28

Table 10.5 Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	2(14%)	1(9%)	2(13%)	3(25%)
Correct without prompt	10(71%)	9(82%)	11(69%)	8(67%)
TOTAL CORRECT	12(85%)	10(91%)	13(82%)	11(92%)
INCORRECT	2(14%)	1(9%)	3(19%)	1(8%)
B=14, W=11 M=16, F=12	[a]Raw chi square=.361,df=2, NS [b]Raw chi square=1.12, df=2,NS			

FIGURE 10.6 HERRY THE JOINER (COMPREHENSION)

Question 5: What was Big Bird doing when Herry came along?



N=28

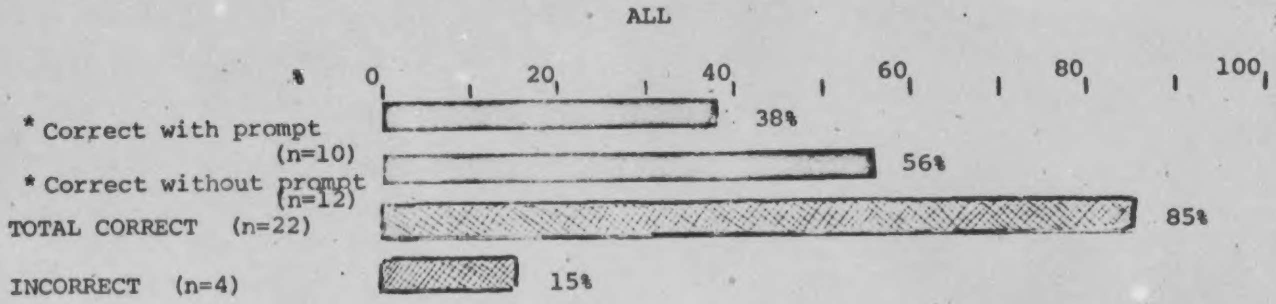
*Playing jumprope. etc.

Table 10.6: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	6(46%)	4(30%)	6(43%)	5(35%)
Correct without prompt	7(54%)	8(62%)	8(57%)	8(57%)
TOTAL CORRECT	13(100%)	12(92%)	14(1005)	13(92%)
INCORRECT	0(0)	1(8%)	0(0)	1(8%)
B=13, W=13 M=14, F=14	[a] Raw chi square=1.47, df=2, NS [b] Raw chi square=1.09, df=2, NS			

FIGURE 10.7 HERRY THE JOINER (COMPREHENSION)

Question 6: What did Herry Monster want to do?



N=26

*Play, too; jumprope with him...

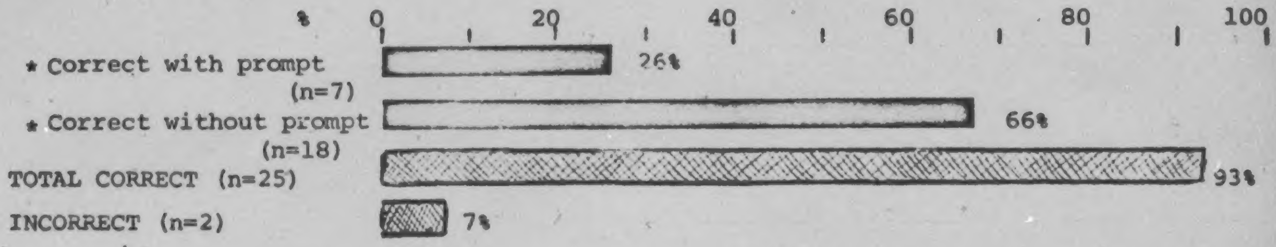
Table 10.7:Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	6(43%)	3(30%)	5(32%)	5(45%)
Correct without prompt	5(35%)	6(60%)	8(53%)	4(36%)
TOTAL CORRECT	11(78%)	9(90%)	13(87%)	9(82%)
INCORRECT	3(21%)	1(10%)	2(13%)	2(18%)
B=14, W=10 M=15, F=11	[a] Chi square=1.46, df=2,NS [b] Chi square=.74, df=2, NS			

FIGURE 10.8 HERRY THE JOINER (COMPREHENSION)

Question 7: What happened when Herry Monster started to turn the rope?[1]

ALL



N=27 *Turned too fast and Big Bird got tangled up

Table 10.8: Response by Race and Sex

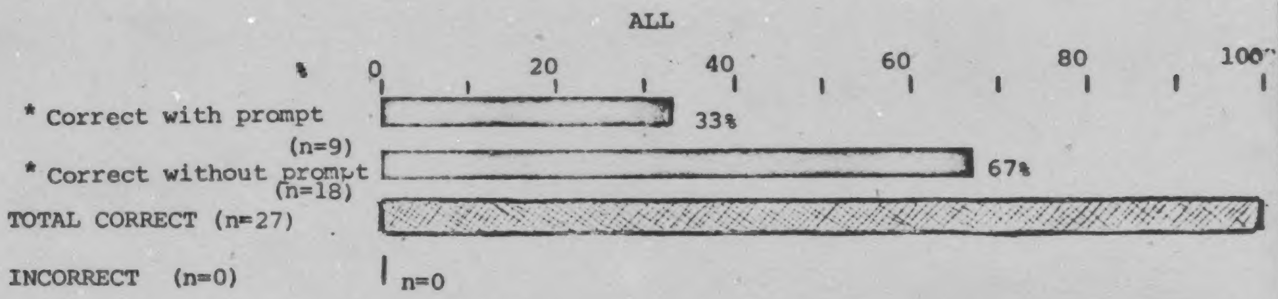
	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	2(15%)	4(33%)	5(33%)	2(16%)
Correct without prompt	10(76%)	7(58%)	10(67%)	8(66%)
TOTAL CORRECT	12(92%)	11(92%)	15(100%)	10(83%)
INCORRECT	1(8%)	1(8%)	0(0)	2(16%)
B=13, W=12 M=15, F=12	[a]Chi square=1.16, df=2, NS [b]Chi square=3.21, df=2, NS			

[1] Pearson correlation; Age with response category: r=.38, df=27, $p < .05$

ANOVA, Age by response category: F=2.42, df=2,24, $p < .10$, NS

FIGURE 10.9 HERRY THE JOINER: JAY AND THE BASKETBALL (COMPREHENSION)

Question 8: What did Herry Monster want to do?



N=27

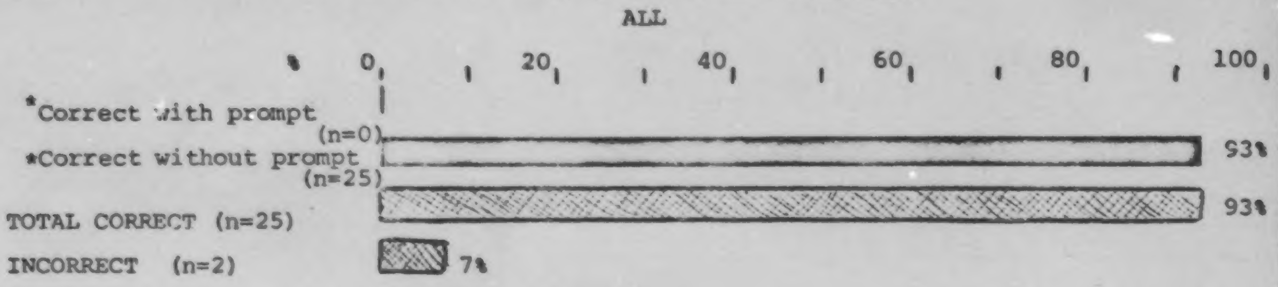
*Play basketball too...

Table 10.9: Response by Race and Sex

Response	Race[a]		Sex[b]	
	Black	White	Male	Female
Correct with prompt	4(29%)	4(36%)	4(26%)	5(42%)
Correct without prompt	10(71%)	7(64%)	11(73%)	7(58%)
TOTAL CORRECT	14(100%)	11(100%)	15(100%)	12(100%)
B=14, W=11 M=15, F=12	[a]Chi square=.0003, df=1, NS [b]Chi square=.17, df=1, NS			

FIGURE 10.10 HERRY THE JOINER (COMPREHENSION)

Question 9: Did Jay want Herry to play basketball with him?



N=27

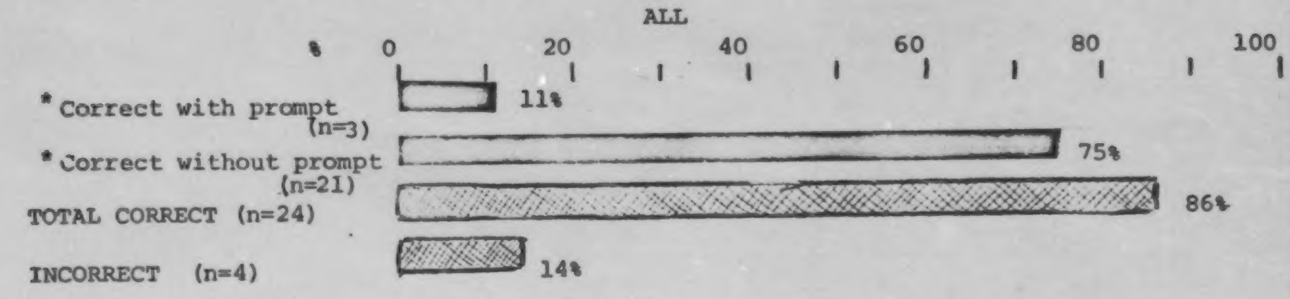
*"No...."

Table 10.10: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct without prompt (TOTAL CORRECT)	12(92%)	11(92%)	14(100%)	11(85%)
INCORRECT	1(8%)	1(8%)	0(0)	2(15%)
B=13, W=12 M=14, F=13	[a]Chi square=.46, df=1, NS [b]Chi square=.62, df=1, NS			

FIGURE 10.11 HERRY THE JOINER (COMPREHENSION)

Question 10: What happened when Herry Monster tried to blow up Jay's ball?



N=28

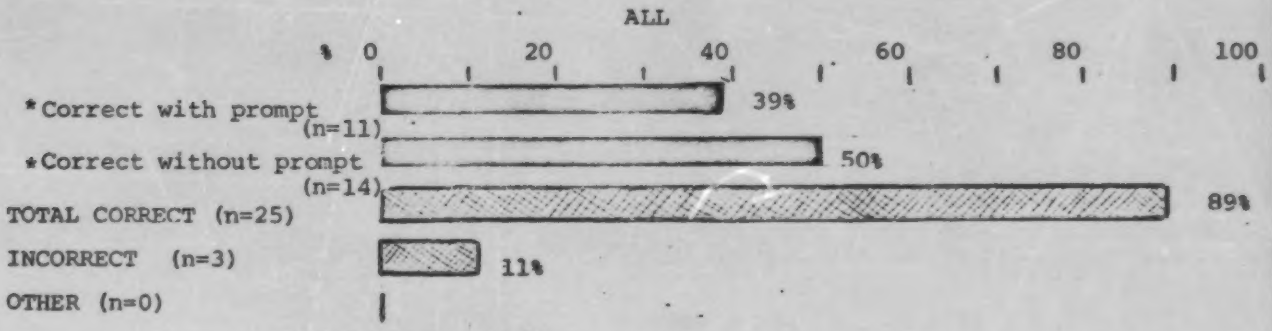
*"The ball burst;" "he broke it," etc...

Table 10.11: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	1(8%)	1(8%)	0(0)	3(23%)
Correct without prompt	9(69%)	10(83%)	14(93%)	7(54%)
TOTAL CORRECT	10(77%)	11(92%)	14(93%)	10(77%)
INCORRECT	3(23%)	1(8%)	1(7%)	3(23%)
B=13, W=12 M=15, F=13	[a] Raw chi score=1.01. df=2, NS [b] Raw chi score=6.22, df=2, $p < .04$			

FIGURE 10.12 HERRY THE JOINER : PICK-UP-STICKS (COMPREHENSION)

Question 11: What game did David think of that Herry Monster could play?



*Pick-up-sticks...

N=28

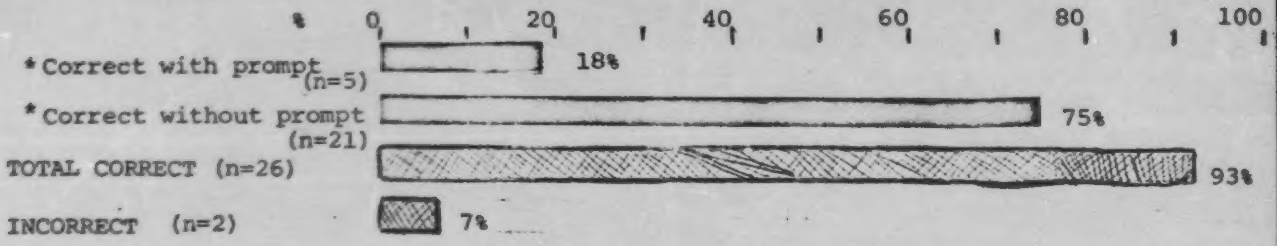
Table 10.12: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	5(36%)	4(33%)	6(40%)	5(39%)
Correct without prompt	7(50%)	7(58%)	7(47%)	7(54%)
TOTAL CORRECT	12(86%)	11(92%)	13(87%)	12(93%)
INCORRECT	2(14%)	1(8%)	2(13%)	1(7%)
B=14, W=12 M=15, F=13	[a] Chi square=.29, df=2, NS [b] Chi square=2.49, df=2, NS			

FIGURE 10.13 HERRY THE JOINER (COMPREHENSION)

Question 12: What kind of sticks did Herry Monster use to play the game?

ALL



N=28

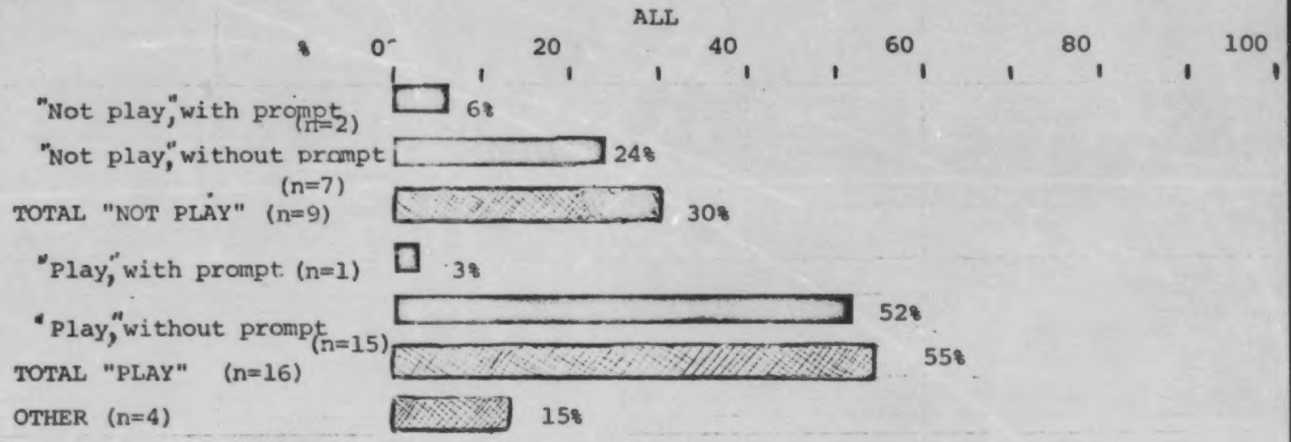
*"Big sticks...."

Table 10.13: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	2(14%)	2(16%)	3(25%)	2(15%)
Correct without prompt	12(85%)	9(75%)	12(75%)	9(69%)
TOTAL CORRECT	14(100%)	11(91%)	15(100%)	11(85%)
INCORRECT	0(0)	1(9%)	0(0)	2(15%)
B=14, W=12 M=15, F=13	[a] Chi square=1.28, df=2, NS [b] Chi square=2.50, df=2, NS			

FIGURE 10.14 HERRY THE JOINER (MOTIVATION AND FEELING)

Question 13: What would you do if a new kid came and wanted to play with you?



N=29

Table 10.14: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Not play," with prompt	0(0)	1(8%)	1(7%)	1(7%)
"Not play," without prompt	4(29%)	3(25%)	5(33%)	2(14%)
TOTAL "NOT PLAY"	4(29%)	4(33%)	6(40%)	3(21%)
"Play," with prompt	0(0)	1(8%)	0(0)	1(7%)
"Play," without prompt	8(57%)	5(42%)	7(48%)	8(57%)
TOTAL "PLAY"	8(57%)	6(50%)	7(48%)	9(64%)
OTHER	2(14%)	2(17%)	2(13%)	2(14%)
B=14, W=12 M=15, F=14	[a] Chi square=2.68, df=4, NS [b] Chi square=2.32, df=4, NS			

the wrong answer when the multiple choice alternatives were read. The latter group of children appeared to be confused and to be guessing. There was no consistency among the wrong answers. Some said they didn't want to play with Herry "because he was mean," others "because he didn't know how to play the game," and others gave idiosyncratic answers that had nothing to do with the show. In general, the children appeared to remember concrete aspects of the bit, such as the fact that Bob and the kids did not want to play with Herry, but a substantial minority were uncertain or confused about their motivation for not wanting to play with Herry.

Comprehension was quite high for Herry the Joiner, Part II. Virtually all the children were able to answer all of the three comprehension questions about Herry and Big Bird. The percentages of correct answers ranged from 93% to 96%. Although there were slight differences in the percentages of males and females and blacks and whites answering the questions correctly, these differences were very slight and did not consistently favor blacks, whites, males or females.

As Table 10.1 indicates, the majority of the children were able to follow the plot of Herry the Joiner, Part III. Most of the children knew that Jay hadn't wanted Herry to play basketball with him and that Herry had burst Jay's ball. The percentages of correct responses to questions without prompting ranged from 70% to 93%. Including responses of those children who needed prompting, percentages of correct responses ranged from 86% to 100%.

Comprehension was also high for the fourth and last segment of Herry the Joiner. The total percentage of children giving correct responses was 88% and the total incorrect was eleven percent. Thus, the majority of the children were able to follow the plot and knew that Herry had ruined the game by getting big sticks. Twelve children were questioned about Herry the Joiner in more detail: they were asked "What happened when they (David and Maria) tried to play the game?". Eleven out of the twelve children knew that Herry had gotten big sticks, dropped them, and ruined this game too. No prompts were used with these children.

The children's understanding of the feelings and motivations of the characters were assessed by several questions. A smaller group of 15 children (8 black and 7 white) was asked why David and Maria tried to find a game that Herry could play.

Three of the fifteen gave answers that could be considered correct from an adult point of view: "Because so he could play," "Because no one would let him play," "Because he didn't have nothing to play with." The answers of the remaining twelve children are listed below.

"They said they got a good game for him."

"'Cause Herry was going to get the big stick and then he pushed them over and told them to pick them up."

"Because they said they didn't need no more sticks -- Herry said 'I'm coming down to play anyway.'"

"They didn't want him to."

"Sticks."

"'Cause they wanted to play sticks."

"So he'll stop bothering them."

"Don't know." (N=3)

"'Cause Herry was trying to break stuff."

It is apparent that the children did not understand the motivation of the characters.

These children were also asked a question about the *Herry the Joiner* bits as a whole: "Why didn't the other people (Bob, Jay, Big Bird) want to play with Herry?" Most of the children (9/12) mentioned something Herry had done as a reason for the other characters rejecting him. Three of the children gave answers that could have been derived from the show but did not adequately describe the character's motivation: "Because he was playing with sticks," "'Cause they said they don't need nobody else," "'Cause they were playing with someone else."

Finally, the children were asked two questions designed to assess whether they identified with the story and what they would do in a similar situation. They were asked: "Would you like to play with Herry Monster? Why or Why not?" Seven out of the twelve children said they wouldn't like to play with Herry; five out of the twelve said they would:

NO

"No, because I don't like to."
"No, because he stupid."
"No. because he's crazy like Grover."
"No, because he's too rough."
"No, because....[No further comment]."
"No, because he's ugly."
"No, 'cause he might break something."

YES

"Yes, because he's mean."
"Yes, because he's friendly."
"Yes, 'cause if he doesn't break stuff I will. If he breaks it I'm not gonna play with him."
"Yes, 'cause...."
"Yes, because he's nice."

Thirty-one children who viewed *Herry the Joiner* were asked again what they would do if a new kid came and wanted to play with them. Thirty percent of the children who saw *Herry the Joiner* said they would not play with the new kid. Because this study was not a before-after design, no attempt was made to insure comparable answers to the questions asked before and after the children had seen the bits. However, 23 children out of the thirty-one who viewed Herry the Joiner gave answers which could be compared with their previewing responses. After seeing Herry, four of the children changed their earlier response that they would play and now said they wouldn't play. Six children changed in the opposite direction; that is, they had initially said that they wouldn't play with a new child, but after viewing Herry the Joiner they said they would play. Thirteen of the children gave the same response both times they were questioned.

Age, Race, and Sex Differences

Chi-square analyses examining race, age, and sex differences revealed no significant differences with the exception of the question: "What happened when Herry Monster tried to blow up Jay's ball?" More males than females answered correctly without prompting, and more females than males answered incorrectly.

There was a significant correlation between raw age in months and response category for the question: "Why didn't they want Herry Monster to play with them" (#3), ($r=.47$, $df=28$, $p < .006$). A one-way analysis of variance for age by response category was also significant ($F=3.50$, $df=2, 25$, $p < .05$). Subjects giving the correct answer without prompting were 4.80 months older than those who needed prompting, and 8.82 months older than those who gave incorrect responses.

Summary and Conclusions

Herry the Joiner presents two themes: first, that of a real klutz trying to join, being allowed to join, and failing miserably four times. Several messages which are sometimes contradictory are presented in

Herry the Joiner; e.g. keep on trying to make friends even if you are rejected at first. The message seems of be: be nice to a klutz, or at least give him a chance; and don't play with a klutz, he'll only ruin things. All of these messages were picked up by some of the children, although the fact that Herry kept ruining the games seemed to be most salient to the children. Although we were not able to probe in depth about what the children got out of Herry the Joiner, it was very clear that the children were very aware of Herry as a menace. About half said they'd play with Herry, half wouldn't.

The bit falls short of its didactic goal of helping children to both learn how to enter a group and how to graciously accept another person into their group. The people who accepted Herry clearly turned out to be the losers. This doesn't aid in teaching children how to be tolerant and help a person who is handicapped or uncoordinated. With modification, this bit could be used to show children that they can benefit from accepting a person who is clumsy or handicapped into the group. Perhaps the characters could spend more time trying to help Herry; sometimes fail, perhaps, but finally meet with success.

4.1c New Ball in Town

New Ball in Town is an abstract bit which illustrates joining a group. It is completely non-verbal, and the action is accompanied by music. Three identical balls (striped) are playing together when a fourth ball (covered with spots) rolls up and obviously wants to play too. After the three balls play around a bit and appear to discuss the new ball, it is finally asked to join them.

The adult research team predicted that the children would have difficulty with this bit, both because it was abstract and because it was shown in black and white which made all of the balls appear to be shades of grey. We were concerned that the children would not notice the difference.

The results shown in Table 11.1 indicate that contrary to our expectations, comprehension of this bit was fairly high. The children clearly anthropomorphized the balls; some of their statements when asked what the balls were doing in the beginning were: "They were bumping heads," "They were playing a game, running around and jumping." The percentages of children answering correctly without prompting ranged from 74% to 86%. With prompting, the percentages of children answering correctly ranges from 79% to 90%.

Two questions which seemed to give the children the most problems were those which asked whether one of the balls looked different, and how; and a question asking what happened in the end. Confusion probably resulted from the fact that the tape was black and white and it may have been difficult to distinguish the spotted grey ball from the striped grey balls. Responses to this question were categorized as being partially correct if the children said that the ball was different but were

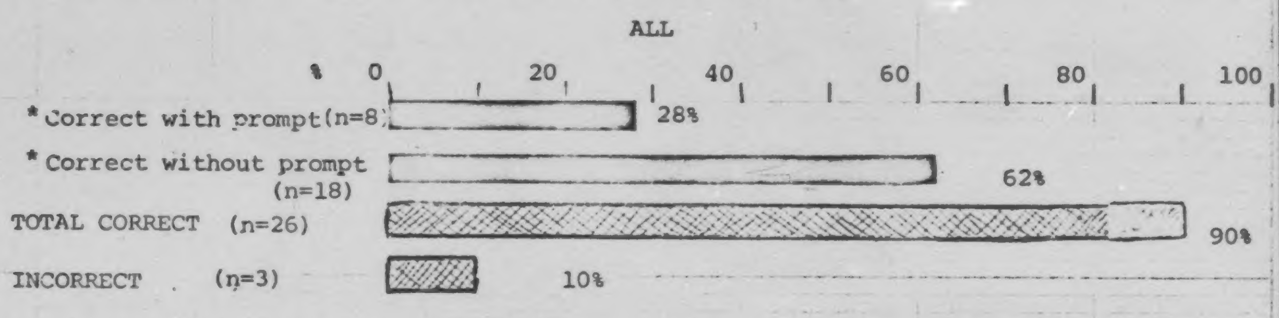
TABLE 11.1: NEW BALL IN TOWN

COMPREHENSION QUESTIONS	N	Correct with Prompting
1. What were the balls doing in the beginning? Ans.: They were just rolling around; playing, etc....	29	8(28%)
		Partially Correct
2. Did one ball look different from the others? How was it different? Ans.: Yes,....	29	10(34%)
	N	Correct with Prompting
3a. Did the different ball seem to be by itself? Ans.: Yes....	29	0(0)
3b. What did the different ball want to do? Ans.: Play....	14	0(0)
4. What happened in the end? Ans.: All the balls were playing together...	29	15(52%)
Mean Percentage		

Correct without Prompting	Total Correct	Total Incorrect
18(62%)	26(90%)	3(10%)
Totally Correct		
17(59%)	27(93%)	2(7%)
Correct without Prompting	Total Correct	Total Incorrect
23(79%)	23(79%)	6(21%)
12(86%)	12(86%)	2(14%)
7(24%)	22(76%)	7(24%)
	84.8%	15.2%

FIGURE 11.2: NEW BALL IN TOWN

Question 1: What were the balls doing in the beginning?



N=29 *Rolling around , playing

Table 11.2: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	4(31%)	4(31%)	1(8%)	7(44%)
Correct without prompt	7(54%)	8(62%)	9(75%)	9(56%)
TOTAL CORRECT	11(85%)	12(92%)	10(83%)	16(94%)
INCORRECT	2(15%)	1(8%)	2(16%)	1(6%)
B=13, W=13 M=12, F=17	[a]Chi square=.40, df=2, NS [b]Chi square=4.09, df=2, NS			

FIGURE 11.3: NEW BALL IN TOWN

Question 2: Did one ball look different from the others? How was it different?

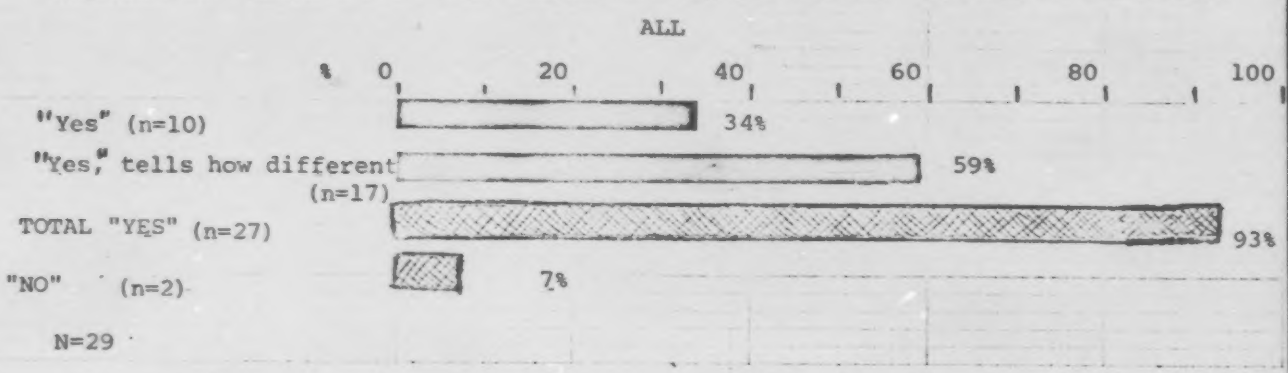
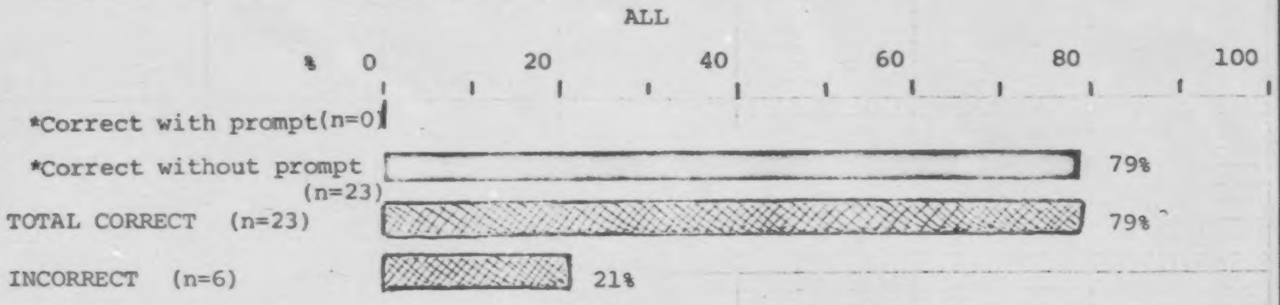


Table 11.3: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Yes"	5(36%)	3(25%)	5(39%)	5(31%)
"Yes," tells how different	8(57%)	8(67%)	7(54%)	10(63%)
TOTAL "YES"	13(93%)	11(92%)	12(92%)	13(94%)
"NO"	1(7%)	1(8%)	1(8%)	1(6%)
B=14, W=12 M=15, F=16	[a] Chi square=.35, df=2, NS [b] Chi square=.22, df=2, NS			

FIGURE 11.4: NEW BALL IN TOWN

Question 3a: Did the different ball seem to be by itself?



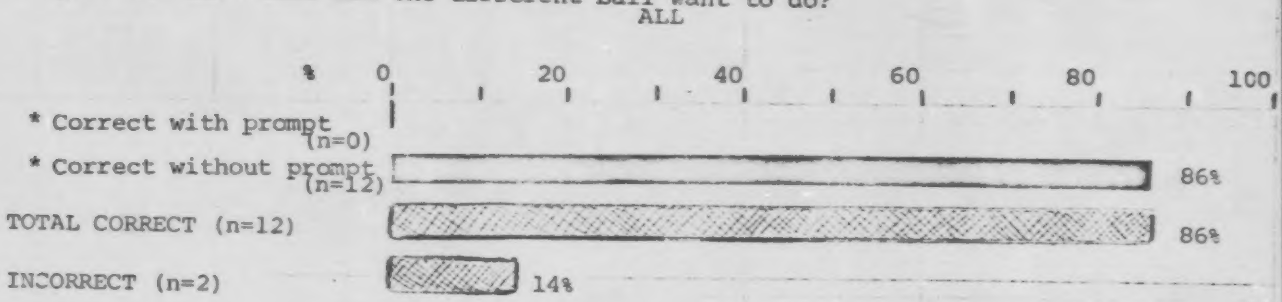
N=29 *Yes

Table 11.4: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	0(0)	0(0)	0(0)	0(0)
Correct without prompt	10(77%)	10(77%)	9(75%)	14(82%)
TOTAL CORRECT	10(77%)	10(77%)	9(75%)	14(82%)
INCORRECT	3(23%)	3(23%)	3(25%)	3(18%)
B=13, W=13 M=12, F=17	[a] Chi square=.22, df=1, NS [b] Chi square=.00026, df=1, NS			

FIGURE 11.5: NEW BALL IN TOWN

Question 3b: What did the different ball want to do?



N=14

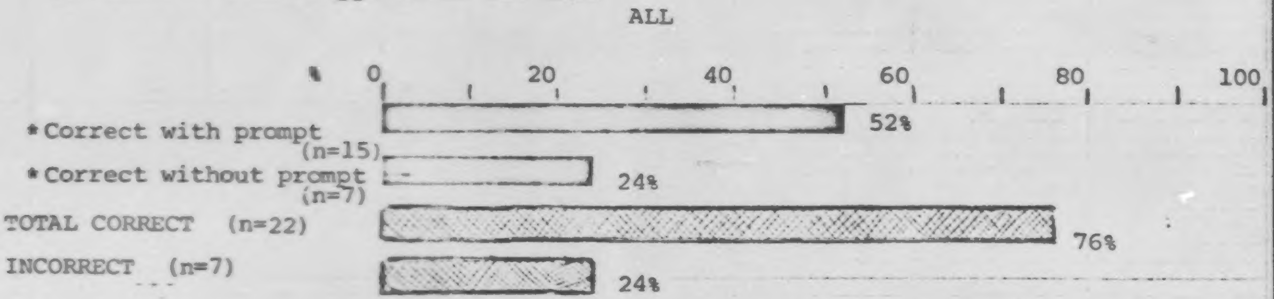
*Wanted to play too

Table 11.5: Response by Race and Sex

Response	Race[a] Black	Race[a] White	Sex[b] Male	Sex[b] Female
Correct with prompt	0(0)	0(0)	0(0)	0(0)
Correct without prompt	8(89%)	4(80%)	5(71%)	7(100%)
TOTAL CORRECT	8(89%)	4(80%)	5(71%)	7(100%)
INCORRECT	1(11%)	1(20%)	2(29%)	0(0)
B=9,W=5 M=7, F=7	[a]Fisher's exact test=.89 [b]Fisher's exact test=.23, NS			

FIGURE 11.6: NEW BALL IN TOWN

Question 4: What happened in the end?



N=29

*They let him play, they played together, etc.

Table 11.6: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	9(64%)	4(33%)	7(54%)	8(50%)
Correct without prompt	4(29%)	2(17%)	3(23%)	4(25%)
TOTAL CORRECT	13(93%)	6(50%)	12(76%)	10(75%)
INCORRECT	1(7%)	6(50%)	3(23%)	4(25%)
B=14, W=12 M=13, F=16	[a]Chi square=6.04, df=2, $p < .05$ [b]Chi square=.04, df=2, NS			

unable to explain how, or said "It was green, orange, etc." The question "What happened in the end?" was probably confusing to the children. It could be ambiguous unless one is familiar with the adult meaning of the question, which is "How was the plot, drama, dilemma, etc. solved?" Although only six children, or 21% of those questioned, answered correctly without prompting, an additional 16 (55%) answered correctly when the prompts were read. Twelve of the fourteen mentioned spontaneously and without prompting that the ball that was by itself wanted to play with the others.

Race,Sex, and Age Differences

There were no significant differences in the responses of males vs. females nor between blacks vs. whites, except that when prompted, more of the black children answered the question "What happened in the end?" There was no significant relationship between age and response category.

Summary and Conclusions

Although the majority of the children were able to answer four of the five questions without prompting, this majority ranged from 52% to 86%. In addition, the percentage of children giving incorrect answers even with prompting ranged from 14% to 21%. While these children were clearly a minority even in a small sample, they indicate that some children remained confused.

On the whole, this bit appeared to be quite successful. The children anthropomorphized and identified with the balls. They appeared to injoy the piece. It is impossible, however, to tell whether the children identified and empathized enough to learn lessons they could apply to their own lives.

4.1d Richard Pryor: The Crowd

Richard Pryor, a black comedian, ad libs the roles of three children who are hanging around trying to decide what to play. At the beginning, two children try to decide what they can play together. One of them wants to play grownup, the other doesn't. Finally a third child comes along who invites the other two to play jumprope over at his house. The two other imaginary children debate this for a while and decide to accept the invitation. The third child slyly says that the other two have to hold the rope first because it's his rope.

Thirty-one children were questioned about this bit(see Table 4 for mean, median, and modal ages). As Table 12.1 indicates, 52% of the children knew that the pretend people were talking about playing a game. After prompting (choosing among multiple choice alternatives), an additional 39% gave the correct answer, with a resulting 90% of the children answering correctly. Only 26% of the children responded correctly without prompting that they had gone off to play at the kid's house. An additional 45% of the children chose the correct answer from the list of alternative outcomes. However, a substantial minority (29%) remained confused about the outcome of the bit. They reported either that they didn't remember what happened or chose an incorrect alternative from the list of multiple choices; e.g. "They went to the movies," or "Rode their bicycles."

The majority of the children (57%) questioned reported that they liked Richard Pryor, but 39% said they didn't like him. Most children who didn't like him said something about the way he looked -- specifically, they didn't like his beard and his hair. Equal numbers of black (n=5) and white (n=6) children said they didn't like Richard Pryor, and about equal numbers of males (n=5) and females (n=6) said they didn't like him. This bit appeared to be moderately successful at holding the children's

TABLE 12.1: RICHARD PRYOR: THE CROWD

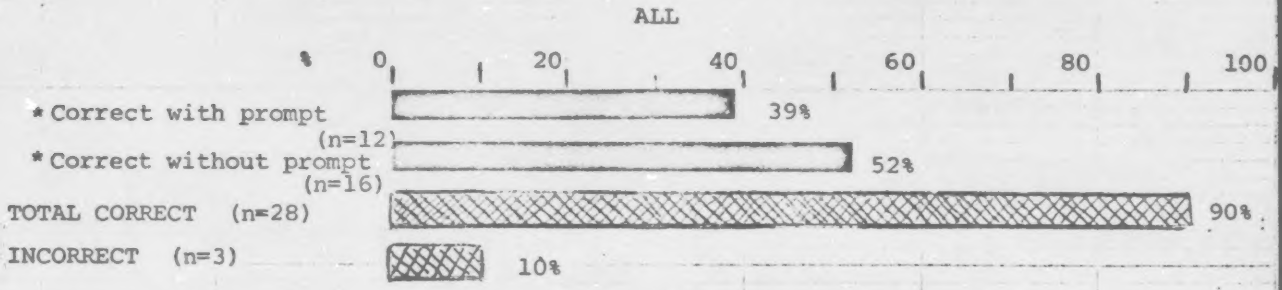
COMPREHENSION QUESTIONS	N	CORRECT WITH PROMPTING
1. Do you remember the man who was making believe (pretending) that he was two people talking to each other? What were they talkin about? Ans.: Playing...	31	12(39%)
2. Remember when he made believe that another person came along? What did that person want to do? Ans.: Play jumprope...	29	14(53%)
3. What did the three pretend people do at the end? Ans.: Go to the kid's house to play...	31	14(45%)
Mean Percentage		45.66%
		"Yes," No Reason Given
4. Did you like the person in this part? Why or why not?	28	13(46%)

CORRECT WITHOUT PROMPTING	TOTAL CORRECT	TOTAL INCORRECT	
16(52%)	28(90%)	3(10%)	
12(46%)	26(90%)	3(12%)	
8(26%)	22(71%)	9(29%)	
41.33%	83.66%	17%	

"Yes," Gives A Reason	"No," No Reason Given	"No,"Gives A Reason	Uncodable Response Or No Answer
3(11%)	4(14%)	7(25%)	1(3%)

FIGURE 12.2: RICHARD PRYOR: CROWD

Question 1: Do you remember the man who was making believe that he was two people talking to each other? What were they talking about?



N=31

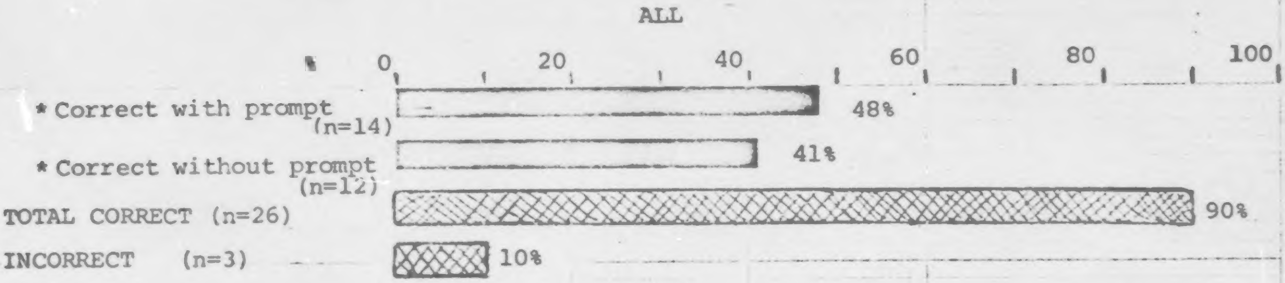
*Playing a game

Table 12.2: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	4(31%)	7(44%)	6(35%)	6(42%)
Correct without prompt	7(54%)	8(50%)	10(58%)	6(42%)
TOTAL CORRECT	12(85%)	14(94%)	16(94%)	12(86%)
INCORRECT	2(15%)	1(6%)	1(5%)	2(14%)
B=13, W=16 M=17, F=14	[a] Chi square=.92, df=2, NS [b] Chi square=1.05, df=2, NS			

FIGURE 12.3: RICHARD PRYOR: CROWD

Question 2: Remember when he made believe that another person came along? What did that person want to do?



N=29

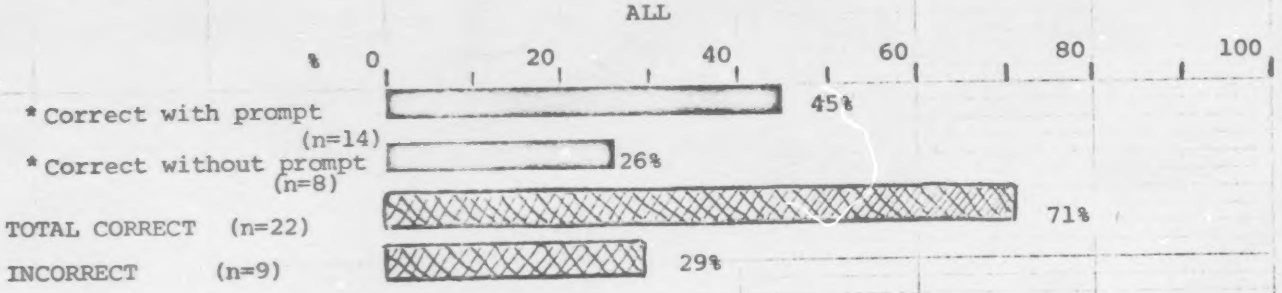
*Play jump rope

Table 12.3: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	6(46%)	8(57%)	7(44%)	7(53%)
Correct without prompt	6(46%)	4(29%)	7(44%)	5(38%)
TOTAL CORRECT	12(92%)	14(86%)	14(88%)	12(92%)
INCORRECT	1(8%)	2(14%)	2(12%)	1(8%)
B=13, W=14 M=16, F=13	[a] Chi square=.98, df=2, NS [b] Chi square=.36, df=2, NS			

FIGURE 12.4: RICHARD PRYOR: CROWD

Question 3: What did the three pretend people do at the end?



N=31

*Go play

Table 12.4: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	7(53%)	6(38%)	8(47%)	6(43%)
Correct without prompting	4(31%)	4(25%)	5(29%)	3(21%)
TOTAL CORRECT	11(85%)	10(62%)	13(76%)	9(64%)
INCORRECT	2(15%)	6(38%)	4(24%)	5(36%)
B=13, W=16 M=17, F=14	[a]Chi square=1.79, df=2, NS [b]Chi square= .61, df=2, NS			

FIGURE 12.5: RICHARD PRYOR: CROWD

Question 4: Did you like the person in this part?

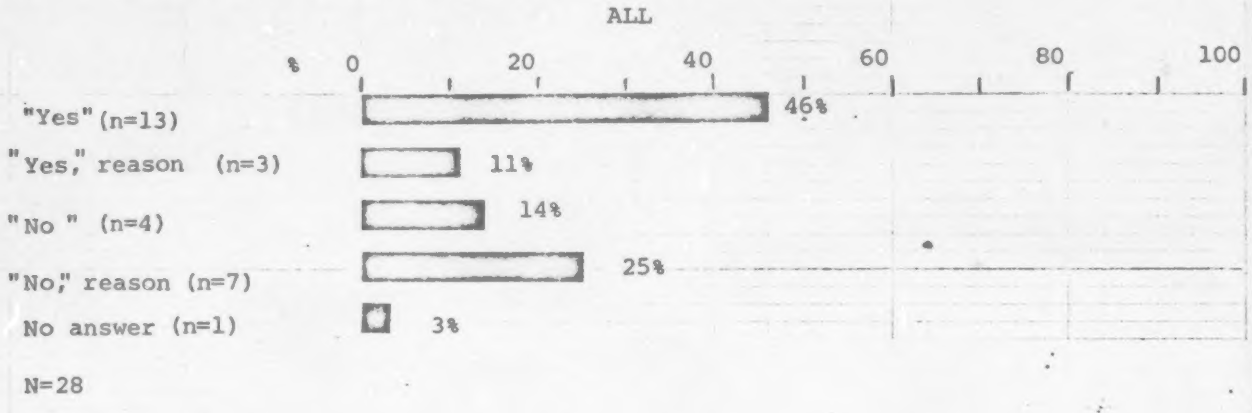


Table 12.5: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Yes"	5(38%)	7(50%)	10(63%)	3(25%)
"Yes," reason	2(15%)	1(7%)	1(6%)	2(17%)
"No"	0(0)	4(28%)	1(6%)	3(25%)
"No," reason	5(38%)	2(14%)	4(25%)	3(25%)
No answer	1(8%)	0(0)	0(0)	1(8%)
B=13, W=14 M=16, F=12	[a] Chi square=.47, df=4, NS [b] Chi square=5.79, df=4, NS			

attention to a sufficient degree for them to follow most of the plot: a total of 71% knew the final positive outcome (they played together) after prompting. However, a significant minority was confused about the specific outcome of the imaginary conversation.

Race, Sex, and Age Differences

There were no significant differences between the responses of black vs. white children, between male vs. female children, nor between older vs. younger children. There was no relationship between raw age(in months) and responses.

4.1e Summary and Conclusions: Entering Social Groups

The three segments which were tested each present a different model of a person trying to join a group and either succeeding or failing. The three segments tested represent significantly different approaches to the problem in terms of production techniques and clarity of the message. New Ball in Town was clearly the most straightforward of the pieces. There was a single simple theme. One ball, different from the others, wanted to join the group. It let the other balls know that it wanted to play and was accepted into the group.

Herry the Joiner and Richard Pryor: The Crowd were less straightforward. The Crowd was more abstract and somewhat more difficult for the children to follow because Richard Pryor was playing three roles simultaneously. Despite this, the majority of the children interviewed knew that the children portrayed in the bit had been able to agree on a game and had gone off to play with each other. The only problem with this bit seems to have been that some of the children didn't like Richard Pryor.

Herry the Joiner, on the other hand, presented multiple messages which were sometimes conflicting. Herry repeatedly tried to join the group, using a number of reasonable approaches, such as asking whether he could play, offering to help, etc. However, there was really something wrong with Herry, and he continually ruined the games for the people.

Although the children were clearly able to follow the plot of Herry the Joiner, it is also clear that the messages which they received from the bit varied. It was not always possible to determine whether the children generalized the message from this bit to their own lives.

None of the bits showed real children in key roles accepting or rejecting other children, and none showed real children trying to enter groups, either successfully or unsuccessfully. Because we did not have the appropriate kinds of materials for comparison, it was not possible to determine whether bits using real children in situations closer to real life would be more effective.

It is possible that the use of real children would be more threatening to the children and more upsetting, and that they can accept this kind of material best when it is presented in an imaginary context. These hypotheses should be tested in future research on material which is designed to effect social behavior.

It appears that more pieces about joining social groups are desirable, given that a substantial minority of the children reported that they did not have adequate skills for integrating newcomers or for entering social groups themselves. This kind of goal would seem to be an especially appropriate topic for Sesame Street, since a number of children in the target audience will be facing new groups when they enter kindergarten and later grades. Given the likelihood that a number of children in Sesame Street's target population will be bused into situations where they will be unable to rely on familiar playmates or siblings, and where they may also encounter children whose backgrounds are different from their own, there is also a reason to expand the goals of Sesame Street to include the portrayal of real children with different backgrounds entering groups successfully and getting along with one another.

Sesame Street also has an opportunity to present material which might aid in teaching children how to accept other children who might have a handicap and to teach handicapped children techniques for dealing with new social situations.

Herry the Joiner did touch on this topic a little in that Herry had a stigma, but he kept on trying despite repeated rejection from other characters. The concept of helping a handicapped person was also modeled by David and Maria despite the repeated rejection from other characters. Unfortunately, their behavior was not perceived as being motivated by a desire to help Herry by most of the children, but as a ruse for getting rid of him.

4.2 Coping with Failure

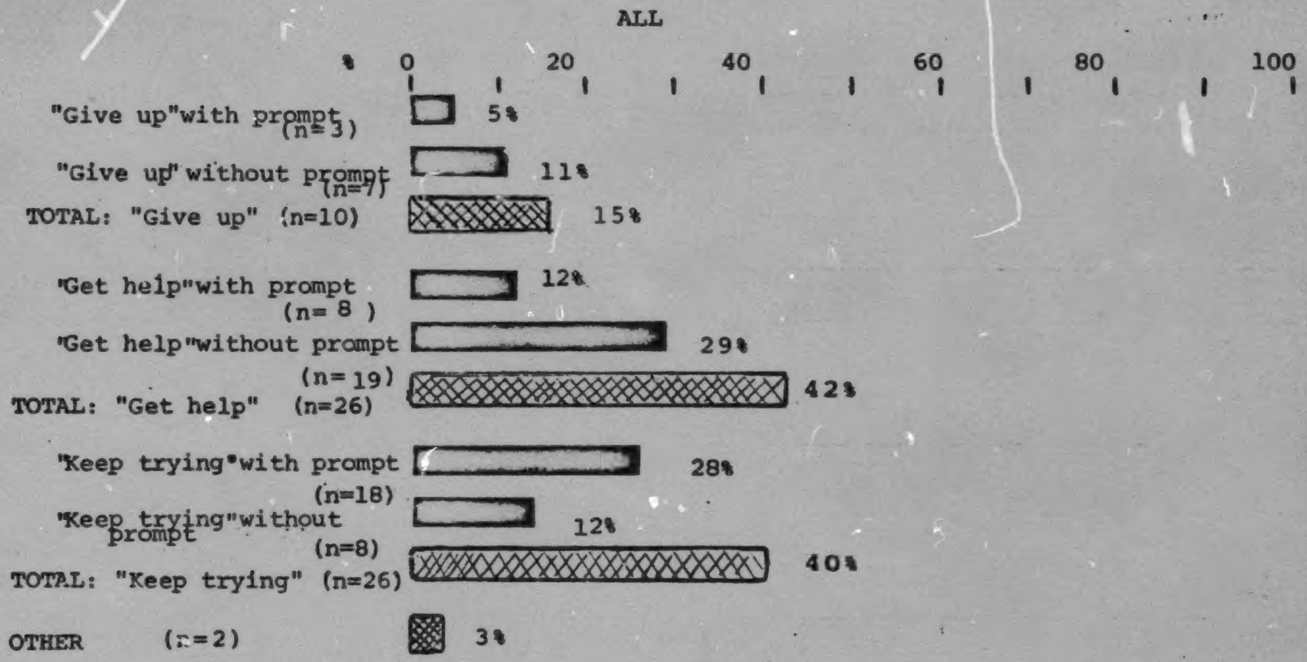
Three Sesame Street bits presenting strategies of coping or exhortations to "keep on trying" were tested in this pilot study. Although coping with failure was a theme common to all three of the bits, they differed in the way the problem was handled and the kind of problem that characters in the bit were faced with. For example, the Count made a serious mistake in counting; Big Bird fails to live up to his own expectations and those of the people around him and steals something. Roosevelt Franklin and the kids make up rhymes about a time when they couldn't do something but kept on trying and got it right.

The children were questioned before and after they had seen the bits as to whether they had ever faced similar situations and what they would do. Before they viewed the tape, we asked them the question "What would you do if you weren't able to so something at first?" and provided them with a series of pictures of young children building a tower of blocks and failing (see Appendix C) as an example. This was a task that could be mastered with practice, and the 97% of the children's open-ended responses fell into the categories we had chosen a priori for this situation (e.g. keep on trying, give up, get help). There are obviously a number of situations where each of the strategies (persistence, quitting, getting help) are appropriate, so there was no single correct answer. As Table 13 and Figure 13 illustrate, the children have a variety of ways of coping with failure. Each of their coping styles are likely to be functional in some contexts but not in others. The Sesame Street bits should present several situations where several different ways of responding to failure of modeled.

FIGURE 13. Coping with Failure

PREVIEWING ASSESSMENT

Question 1: What would you do if you were trying to do something and it just wouldn't work or you just couldn't get it right?



N=65

Table 13: Responses by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
TOTAL: "Give up"	6(17%)	4(16%)	4(12%)	6(17%)
"Give up" with prompt	1(2%)	2(8%)	2(7%)	1(3%)
"Give up" without prompt	5(15%)	2(8%)	2(5%)	5(14%)
TOTAL: "Get help"	13(38%)	12(46%)	8(27%)	19(52%)
"Get help" with prompt	3(9%)	4(15%)	1(3%)	7(19%)
"Get help" without prompt	10(29%)	8(31%)	7(24%)	12(33%)
TOTAL: "Keep trying"	15(44%)	8(31%)	16(55%)	10(27%) ✓
"Keep trying" with prompt	10(29%)	5(19%)	11(38%)	7(19%)
"Keep trying" without prompt	5(15%)	3(12%)	5(27%)	3(8%)
OTHER	0(0)	2(8%)	1(3%)	1(3%)

Black =34, White=26
Male =29, Female=36

[a] Chi square=5.30, df=6, NS
[b] Chi square=8.16, df=6, NS

4.2a The Count Retires

In these two episodes, the Count, a familiar Sesame Street character, makes a serious error while counting horses on a carousel for his friends. Bob points out the error, and the Count, mortified, vows to retire. He goes over to see his friend David and have some ice cream. David, another Sesame Street regular, tries to help the Count regain his confidence by tricking the Count into counting all the things in the store. He tries several gambits, finally pretending that he can't count. The Count realizes that he can count and regains his confidence. The show ends with the Count happy, proud, and arrogant.

Thirty-four children, with a mean age of 58.6 months and a median age of 59 months, were interviewed about this bit. All of the children were shown photographs to aid their recall of the scenes in the bit.

The Count Retires overall seems to have been more difficult for the children to follow than some of the other bits. Table 14.1 presents the results for percentages of children correctly answering the questions. The percentages of children correctly answering the questions varies from 10% to 45%. Only about one third of the children could name the Count's job (counting); another third didn't recognize the correct answer even when they were prompted. This bit of information, along with an understanding of the ego investment that goes into a job, would have helped the comprehension of this bit. A subgroup of twelve children were asked if they knew what a job was: most

TABLE 14.1: THE COUNT RETIRES

COMPREHENSION QUESTIONS	N	CORRECT WITH PROMPTING
1. What was the Count's job? Ans.: To count things, etc....	32	11(34%)
2. What mistake did the Count make? Ans.: He counted the same horses on the carousel over and over again, etc...	29	9(31%)
3. What did the Count do after he made his bad mistake of counting? Ans.: He felt bad and decided to stop counting.	31	15(48%)
5. What happened in the end? Ans.: The Count started to count again and felt happy...	32	13(41%)
Mean Percentage		38.5%

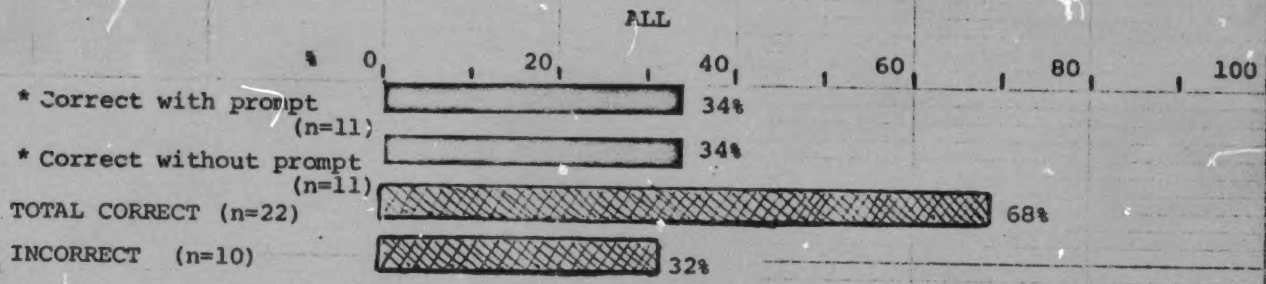
FEELINGS AND MOTIVATIONS QUESTIONS		
4. What did David do to make the Count feel better? Ans.: He let the Count show him how to count better...	29	11(38%)
6. Why did David let the Count count all the cookies and magazines? Ans.: To make the Count feel better and show him that he could still count...	17	6(35%)
Mean Percentage		36.5%

CORRECT WITHOUT PROMPTING	TOTAL CORRECT	PARTIALLY CORRECT	INCORRECT
11(34%)	22(68%)	--	10(31%)
13(45%)	22(76%)	--	7(24%)
3(10%)	18(58%)	7(23%)	6(19%)
10(31%)	23(72%)	--	9(28%)
30%	68.5%	---	25.5%

11(38%)	22(76%)	---	7(24%)
5(29%)	11(65%)	---	6(35%
33.5%	70.5%		29.5%

FIGURE 14.2: THE COUNT RETIRES

Question 1: What was the Count's job?



N=32

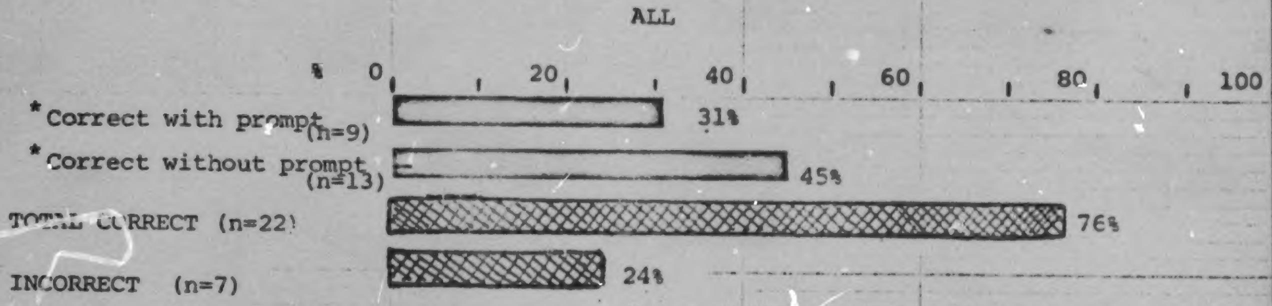
*To count things, etc.....

Table 14.1: Response by Race and Sex

	Race[a]			Sex[b]	
Response	Black	White		Male	Female
Correct with prompt	6(43%)	3(23%)		6(46%)	5(26%)
Correct without prompt	5(36%)	6(46%)		4(31%)	7(37%)
TOTAL CORRECT	11(79%)	9(69%)		10(77%)	12(64%)
INCORRECT	3(21%)	4(31%)		3(23%)	7(37%)
B=14, W=13 M=13, F=19	[a] Chi square=1.20, df=2, NS [b] Chi square=1.43, df=2, NS				

FIGURE 14.3: THE COUNT RETIRES

Question 2: What mistake did the Count make?



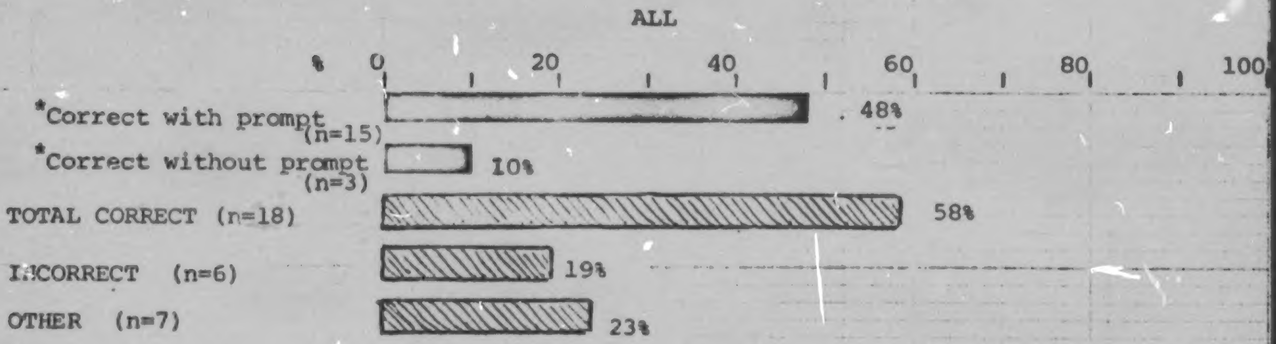
N=29 *He counted the same horses on the carousel over and over again, etc.

Table 14.3: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	6(46%)	2(18%)	3(23%)	6(38%)
Correct without prompt	5(38%)	7(59%)	7(54%)	6(38%)
TOTAL CORRECT	11(85%)	9(75%)	10(77%)	11(76%)
INCORRECT	2(15%)	3(25%)	3(23%)	4(24%)
B=13, W=12 M=13, F=16	[a] Chi square=2.50, df=2, NS [b] Chi square=.92, df=2,NS			

FIGURE 14.4: THE COUNT RETIRES

Question 3: What did the Count do after he made his bad mistake of counting?



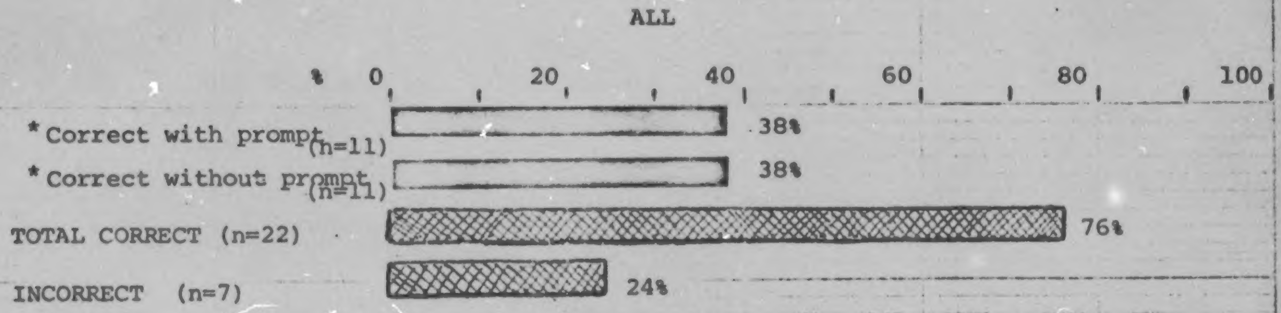
N=31 *He felt bad and decided to stop counting

Table 14.4: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	6(43%)	8(62%)	5(36%)	10(59%)
Correct without prompt	1(7%)	2(15%)	1(7%)	2(12%)
TOTAL CORRECT	7(50%)	10(77%)	6(79%)	12(76%)
INCORRECT	2(14%)	2(15%)	5(36%)	1(6%)
OTHER	5(36%)	1(8%)	3(21%)	4(24%)
B=14, W=13 M=14, F=17	[a] Chi square=3.25, df=3, NS [b] Chi square=4.56, df=3, NS			

FIGURE 14.5: THE COUNT RETIRES

Question 4: What did David do to make the Count feel better?



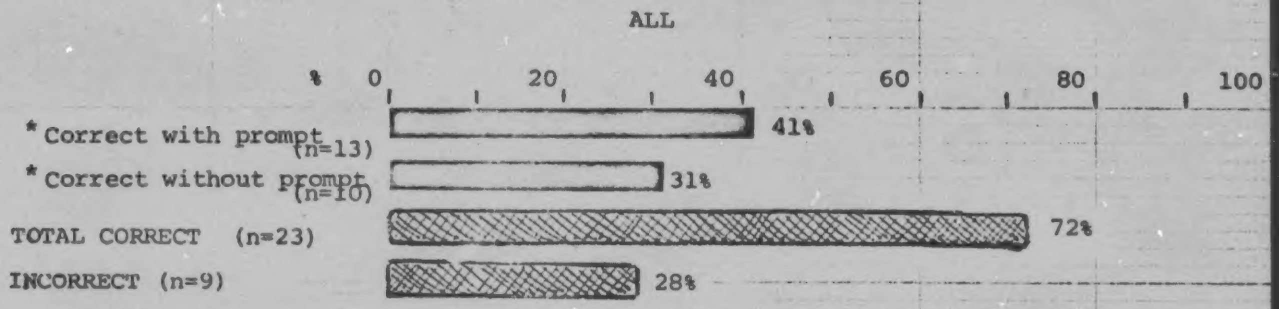
N=29 *He let the count show him how to count better...

Table 14.5: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	4(31%)	7(58%)	2(16%)	9(56%)
Correct without prompt	7(54%)	3(25%)	7(54%)	4(25%)
TOTAL CORRECT	11(85%)	10(83%)	9(69%)	13(81%)
INCORRECT	2(15%)	2(17%)	4(31%)	3(19%)
B=13, W=12 M=13, F=16	[a]Chi square=2.38, df=2, NS [b]Chi square=5.16, df=2, NS			

FIGURE 14.6: THE COUNT RETIRES

Question 5: What happened in the end?[a]



N=32 *The Count started to count again and felt happy

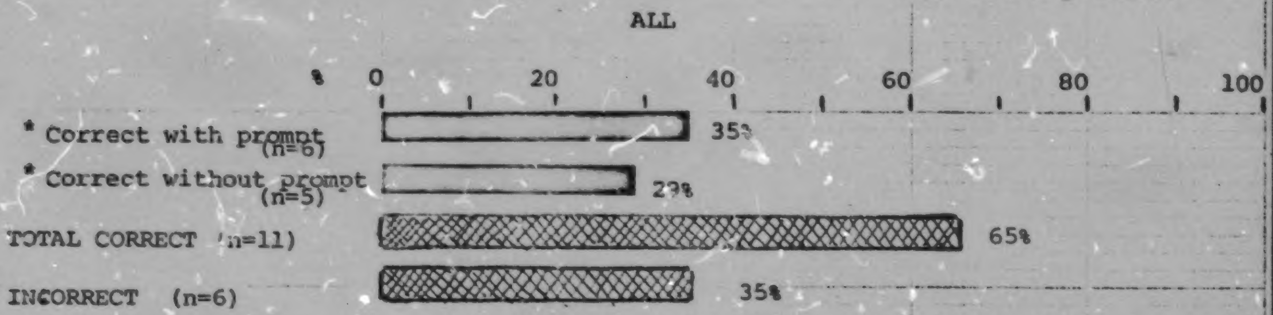
Table 14.6: Response by Race and Sex

	Race[a]			Sex[b]	
Response	Black	White		Male	Female
Correct with prompt	5(36%)	6(43%)		5(36%)	8(44%)
Correct without prompt	5(36%)	4(28%)		5(36%)	5(28%)
TOTAL CORRECT	10(71%)	10(71%)		11(71%)	12(72%)
INCORRECT	4(29%)	4(29%)		4(29%)	5(28%)
B=14, W=14 M=14, F=18	[a]Chi square=.20, df=2, NS [b]Chi square=.30, df=2, NS				

[a] Pearson correlation: Age with response category; r=.43, df=17, $p < .0006$. One way ANOVA, Age by response category: F=3.38, df=2,29; $p < .05$.

FIGURE 14.7: THE COUNT RETIRES

Question 6: Why did David let the Count count all the cookies and magazines?



N=17 *To make the Count feel better and show him that he could still count.

Table 14.7: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	2(25%)	4(44%)	1(11%)	5(63%)
Correct without prompt	4(50%)	1(11%)	5(55%)	0(0)
TOTAL CORRECT	6(75%)	5(55%)	6(66%)	5(63%)
INCORRECT	2(25%)	4(44%)	3(33%)	3(37%)
B=8, W=9 M=9, F=8	[a] Chi square=3.09, df=2, NS [b] Chi square=7.63, df=2, $p < .03$			

children simply said a job was "when you go to work." A few gave as examples the kind of work their parents or other visible adults around them did. These results indicate a concrete understanding of the concept.

Forty-five percent of the children knew that the Count had made a counting mistake. An additional 31% chose this answer from among the multiple choice alternatives. However, the children appeared to have been somewhat confused about the motivation and actions of the Count after he made his mistake. We asked: "What did the Count do after he made his bad mistake of counting?" The answer we expected was: "He felt bad and/or he decided to stop counting." Only 10% of the children gave all or part of the answer we considered correct. Another 48% failed to respond to the open-ended prompts but chose the correct multiple choice alternative, rejecting the others. Another 23 % of the children gave answers which were correct in the most literal sense; that is, they described exactly what the Count did after he made his mistake: "Ate his supper," "Counted bad," "Went to get some ice cream (n=3)," "Was baking," "Went to see David." Six of the children (19%) either refused to respond altogether or chose the incorrect response to the multiple choice alternatives.

The last comprehension question: "What happened in the end?" appears to have been somewhat confusing to the children, but nonetheless offers information about what the children perceived to be the final resolution of the bit.

The 31% of the children who knew the right answer (The Count started counting again and felt happy) and gave it spontaneously were all at least 4 1/2 years old; however, they were not necessarily the oldest children. These children mentioned the Count's affect as well as the fact that the was counting better: "The Count started counting," "He was happy." An additional

41% of the children who had initially said "I don't know" got the correct answer after hearing the multiple choice prompts. Confusion about the outcome of this bit remained for some children. Twenty-eight percent either refused to respond at all or chose one of the wrong answers from the multiple choice alternatives, clearly rejecting the correct answer.

There was a significant effect due to age for this question ($F=3.38$, $df=2, 29$, $p < .05$). Children answering correctly without prompting had a higher mean age (62.00 months) than both the children who required prompting (53.38 months) and the children who answered incorrectly (54.56 months).

The children's understanding of the character's feelings and motivations was assessed with two questions: "What did David do to make the Count feel better?" (Answer: He let the Count show him how to count better), and "Why did David let the Count count all the cookies and magazines?" (Answer: To make the Count feel better and show him that he could still count). Only thirty-eight percent of the children knew what David had done to make the Count feel better. That is, only 38% gave the answer we expected; e.g. "He made the Count do counting," "He told the Count the count," "Told him to count the other books, cookie boxes, and ice cream." Another 38% of the children got the correct answer with prompting. Several of these children's initial answers were at least partially correct. They said that David gave the Count ice cream (n=6).

The answer we expected in response to the questions about why David let the Count count all the cookies and magazines was "To make him feel better...." or something to indicate that they knew that David was trying to help the Count. Only 17 of the children were asked this question: 29% gave the answer considered correct by the adult judges; e.g. "'Cause he [would] feel better," "To make him happy," "To feel better." None of the youngest children gave these answers spontaneously. The youngest child to answer this question was 4 year and 10 months old. All of the other children answering correctly were at least 5 years old or over.

With prompting, an additional 35% chose the correct answer. There was no consistency among the responses of those who gave the incorrect answers. The children appeared to be guessing and either refused to respond or merely said "So he could see how many boxes he had." Still another 35% chose an incorrect response from the multiple choice alternatives,clearly rejecting the correct answer from an adult point of view.

Race, Sex, and Age Differences

Results of chi-square analysis indicate that that there were no significant differences between the responses of blacks vs. whites. There was a significant effect relationship between sex and response category for only one question: "Why did David let the Count count all the cookies and magazines?" More males than females gave correct answers without prompting and more females than males gave correct answers with prompting. It should be noted, however, that the numbers of children in each response category cell are quite small, so results must be interpreted with caution.

As noted earlier, the only item for which there was a significant relationship between age and response was: "What happened in the end?" Answering this question correctly without prompting appeared to be dependent upon understanding the question to mean: "What was the final outcome of the drama?" The older children apparently were able to interpret and answer the question, while the younger children had difficulty.

Summary and Conclusions

The Count Retires was entertaining to adults and children. However, this bit was not as straightforward in its message. Although the Count verbalized his feelings, the children appeared to respond in the most concrete way. That is, at least a majority knew (after prompting) that the Count had made a mistake and was unhappy, but the part that a significant minority remembered was that the Count sought solace in food (Do we really want to teach that?), and that his friend gave him food.

These responses are literally correct, and they are behaviors that many adults and children perform when we are upset; that is, we seek out a friend, parent, etc., and that friend will probably suggest food or drink. These responses were considered correct, but a substantial minority of the children either failed to respond or gave an incorrect response from the multiple choice alternatives, rejecting the correct answer.

The results indicate that The Count Retires was not as well comprehended as some of the other bits tested; however, I recommend that it be retained and that other bits which are more sophisticated than the usual Sesame Street material be retained because they are more challenging.

4.2b Roosevelt Franklin: Keep on Trying

This bit takes place in a classroom at Roosevelt Franklin Elementary School. The lesson of the day is "Time to Rhyme." The students each tell, in rhyme, of situations in which they were not successful at first, but kept on trying and eventually succeeded. For example: Hard Headed Henry Harris tried to rollerskate; Smart Tina tried to grow tomatoes; Susanna Something tried to play checkers. Everyone demonstrated the idea of trying until success was achieved except for Roosevelt Franklin, who says: "I had to teach this class, but I gave up."

Twenty-five children were questioned about this bit. The mean age of the respondents was 59.48 months and the median age was 59.75 months. The children were reminded of the bit and then reminded of the various poems that each of the characters had told about trying to do something, failing, and continuing to try until meeting with success. The results, illustrated in Tables 15.1, indicate that the children had some difficulty in following this bit. Only about 23% of the children were able to remember the outcome of the poems without prompting. An additional 48.6% were able to recognize the outcomes with prompting. An average of 23% of the children couldn't answer the questions correctly even with prompting. When it was Roosevelt Franklin's turn at the end, he made a joke, saying that he had to teach the class but he gave up. 26% of the children thought he gave up (partially correct category). These results indicate that his bit was somewhat confusing for the children.

Generalization and Relevance of the Bit

The children were questioned before and after watching the show about situations in which they had tried to do something but hadn't succeeded. In order to get an idea of the coping strategies that children had devised

TABLE 15.1: ROOSEVELT FRANKLIN: KEEP ON TRYING

COMPREHENSION QUESTIONS	N	CORRECT WITH PROMPTING	CORRECT WITHOUT PROMPTING
2. What happened when Susanna Something tried to play checkers? Ans.: She couldn't win, but she kept on trying...	25	19(73%)	4(15%)
3. What happened when Hard Headed Henry Harris tried to roller skate? Ans.: He kept on trying, and now he can skate, etc...	26	15(55%)	8(30%)
4. What happened when Smart Tina was trying to grow tomatoes? Ans.: She kept on trying and now she has tomatoes on her plate...	26	11(42%)	8(31%)
5. What happened when Baby Breeze was learning to swim? Ans.: He kept on trying and finally learned it well..	26	13(50%)	7(27%)
6. What did Roosevelt Franklin have to say about teaching his class? Ans.: He said he gave up,but he didn't..	27	11(41%)	2(7%)
Mean Percentage		52.2%	22.0%
	N	"Yes," Example and Feelings Mentioned	"Yes." No Further Comments Given
7. Can you think of something you couldn't do, but kept on trying until you did? What was it? How did you feel?	25	7(27%)	1(4%)
	N	"Give up"	"Get help"
8. What would you do now if you weren't able to do something first?	13	1(8%)	2(15%)

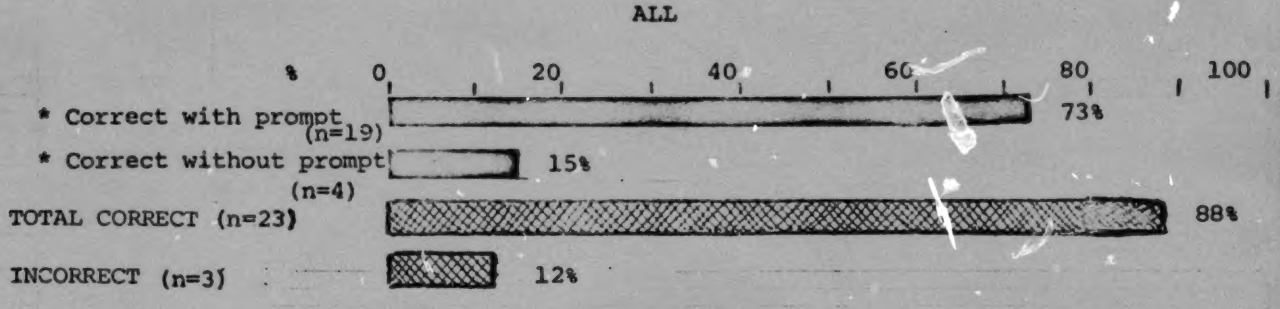
TOTAL CORRECT	PARTIALLY CORRECT	TOTAL INCORRECT/ NO ANSWER
21(88%)	--	3(12%)
21(85%)	--	4(15%)
19(73%)	--	7(27%)
20(77%)	--	6(23%)
13(48%)	7(26%)	7(26%)
74.2%		20.6%

"Yes." Example Given but No Feelings	"No"	Uncodable or No Answer
12(46%)	3(12%)	3(12%)

"Keep on trying"	No answer
5(38%	5(38%)

FIGURE 15.2 ROOSEVELT FRANKLIN: KEEP ON TRYING

Question 2: What happened when Susanna Something tried to play checkers?



N=26

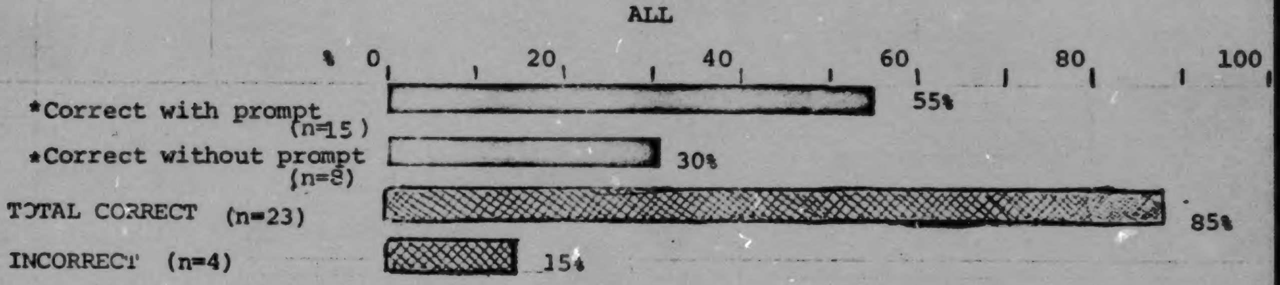
*Keep on trying

Table 15.2 Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	11(85%)	7(64%)	10(83%)	9(64%)
Correct without prompt	1(8%)	3(27%)	2(17%)	2(14%)
TOTAL CORRECT	12(93%)	10(91%)	13(100%	8(78%)
INCORRECT	1(7%)	1(9%)	0(0)	3(21%)
B=13, W=11 M=12, F=14	[a] Chi square=1,73, df=2, NS [b] Chi square=2.91, df=2, NS			

FIGURE 15.3: ROOSEVELT FRANKLIN: KEEP ON TRYING

Question 3: What happened when Hard Headed Henry Harris tried to roller skate?



N=27

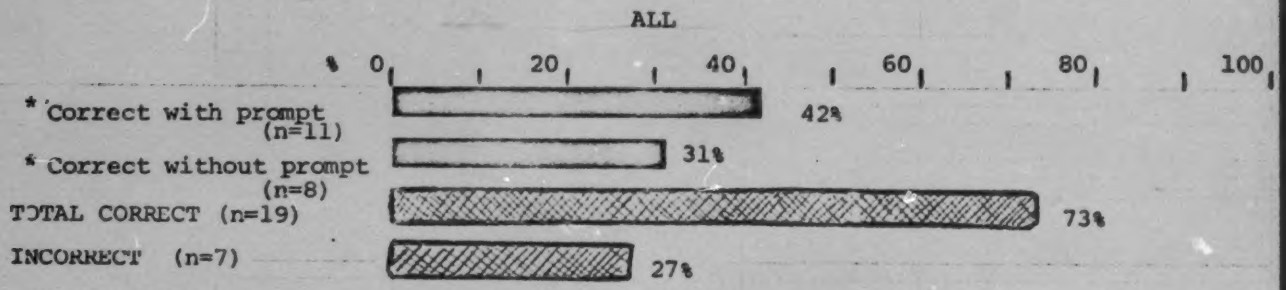
*He kept on trying and now he can skate

Table 15.3: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	6(50%)	8(67%)	5(46%)	10(63%)
Correct without prompt	5(42%)	3(25%)	4(36%)	4(25%)
TOTAL CORRECT	11(92%)	11(92%)	9(82%)	14(88%)
INCORRECT	1(8%)	1(8%)	2(18%)	2(12%)
B=12, W=12 M=11, F=16	[a] Chi square=.79, df=2, NS [b] Chi square=.77, df=2, NS			

FIGURE 15.4: ROOSEVELT FRANKLIN: KEEP ON TRYING

Question 4: What happened when Smart Tina was trying to grow tomatoes?



N=26

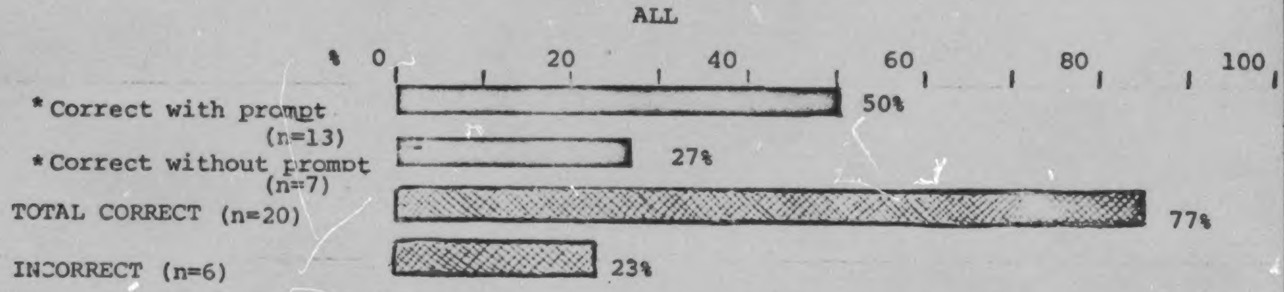
She kept on trying (and now she has tomatoes on her plate)

Table 15.4: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	4(31%)	6(54%)	4(33%)	7(50%)
Correct without prompt	5(38%)	3(21%)	4(33%)	4(29%)
TOTAL CORRECT	9(69%)	9(82%)	8(66%)	11(79%)
INCORRECT	4(31%)	2(18%)	4(33%)	3(21%)
B=13, W=11 M=12, F=14	[a] Chi square=1.41, df=2, NS [b] Chi square=.812, df=2, NS			

FIGURE 15.5: ROOSEVELT FRANKLIN: KEEP ON TRYING

Question 5: What happened when Baby Breeze was learning to swim?



N=26 *He kept on trying and learned it well

Table 15.5: Response by Race and Sex

	Race[a]			Sex[b]	
Response	Black	White		Male	Female
Correct with prompt	6(50%)	6(50%)		4(36%)	9(60%)
Correct without prompt	3(25%)	4(33%)		4(36%)	3(20%)
TOTAL CORRECT	9(75%)	9(83%)		8(72%)	10(76%)
INCORRECT	3(25%)	2(17%)		3(28%)	3(20%)
B=12, W=12 M=11, F=15	[a] Chi square=.34, df=2, NS [b] Chi square=1.49, df=2, NS				

FIGURE 15.6: ROOSEVELT FRANKLIN: KEEP ON TRYING

Question 7: Can you think of something you couldn't do, but kept on trying until you did? What was it? How did you feel?

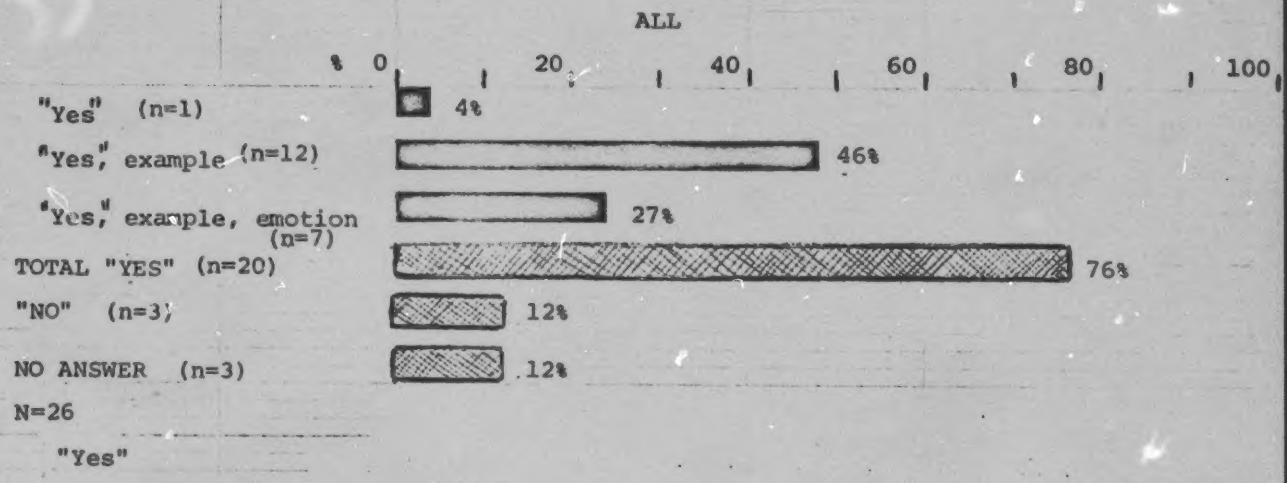


Table 15.6: Response by Race and Sex

Response	Race[a]		Sex[b]	
	Black	White	Male	Female
"Yes"	1(8%)	0(0)	1(9%)	0(0)
"Yes," example	6(50%)	5(45%)	5(46%)	7(47%)
"Yes," example, emotion	2(17%)	4(36%)	0(0)	7(47%)
TOTAL "YES"	9(75%)	9(81%)	6(55%)	14(94%)
"NO"	1(8%)	2(18%)	2(18%)	1(7%)
NO ANSWER	2(17%)	0(0)	3(27%)	0(0)

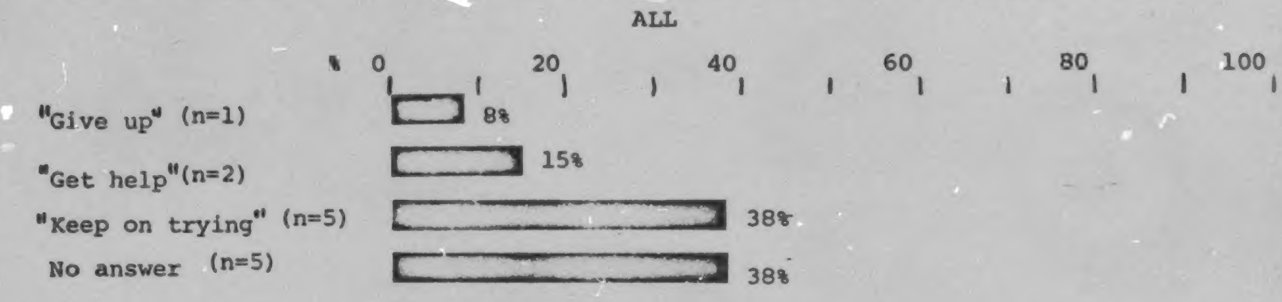
B=12, W=11
M=11, F=15

[a] Chi square=4.06, df=4, NS

[b] Chi square=11.31, df=4, $p < .02$

FIGURE 15.7: ROOSEVELT FRANKLIN: KEEP ON TRYING

Question 8: What would you do now if you weren't able to do something first?



N=13

Table 15.7: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Give up"	1(20%)	0(0)	1(16%)	0(0)
"Get help"	2(40%)	0(0)	1(16%)	1(14%)
"Keep on trying"	1(20%)	1(25%)	2(33%)	3(42%)
No answer	1(20%)	3(75%)	2(33%)	3(42%)
B=5, W=4 M=6, F=7	[a]Chi square=4.33, df=3, NS [b]Chi square=1.33, df=3, NS			

on their own, we repeated the previewing question: "What would you do if you were trying to do something and you just couldn't?" after the children saw Keep on Trying.

The percentages and frequencies of children who would keep on trying, give up, or get help, are presented in Table 15.8 and Figure 15.8. These three categories of responses covered 97% of the 65 children who were asked this question. After viewing the show, 25 children were asked to tell us about an experience where there was something they couldn't do but kept on trying. We also asked them to tell us how they felt when this happened. Their examples are interesting:

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Examples and Feelings

--I learned to swim; I felt happy.

--Puzzles. I couldn't and couldn't, but I kept on and I did it. I felt good.

--Yes, swimming--but soon I learned, I felt happy.

--I keep on trying to do my work--your paperwork--feel tired when you get done.

--Yes, to fix my toy alligator. I felt happy.

--Yes, I kept on trying to make a house, but I couldn't. I just told my mother--I felt very mad, then sad, then I cried.

Examples, but No Feelings

--Shoot fish, but I could.

--Turning on the light.

--Jump right.

--Tie my shoe (n=2)

--Trying to make letter like "a" and "z". I was trying to make letter with popsicle sticks and I couldn't and I kept on trying and I did it.

--I try one and I try two and then I can't fix it. I go tell my Daddy. I can't fix no blocks.

--(Child makes motion of brushing teeth). I wanted to brush teeth, but didn't know how, now I do.

--Play football.

--Make cookies. They stuck to the pan.

--Pressing something.

--Tie my shoe.

Children were asked : "What would you do now if you weren't able to do something at first?" The percentages and frequencies of children's responses to this question are givin in Table 15.7. The frequencies are small, but the children's answers reported verbatim will give the reader a better idea of the children's thoughts:

Responses to "What would you do now if you weren't able to do something at first?

Keep Trying	Get Help
"Keep on trying"	"Just go into the house and tell my Mommy"
"Keep trying"	"Tell someone to teach me--they learn and I'd look at them."
"I'd get sad and keep trying"	
"I'd put it together"	
"Keep on"	

Other

"I'd quit"
"I don't know" (n=2)
"Play blocks"
Inappropriate response (n=1)
No answer

Race, Sex, and Age Differences

There were no significant differences between the responses of blacks vs. whites and old vs. young. The chi-square analysis revealed sex effects for only one questions: "Can you think of something you couldn't do but kept on trying until you did? What was it? How did you feel?" More girls than boys described their feelings.

Summary and Conclusions

The lively music, rhythm, and pacing of Roosevelt Franklin: Keep on

Trying entertained the children, but the use of rhyming words may have obscured some of the message for many of the children.

Obviously, the most generally successful children and adults are those who are persistent enough but also flexible enough to know when to quit and try something else or when to get help. *Sesame Street* could present a number of situations where a variety of coping strategies are demonstrated. In addition to modeling general approaches to coping with failure, it would also be useful for *Sesame Street* to present a variety of problem solving strategies; for example, giving up for now rather than getting totally frustrated, and tackling the problem a new way another time. The ability to be flexible and try out a number of solutions to determine which is best is both useful and necessary for a person to be competent.

The Count Retires and *Roosevelt Franklin: Keep on Trying* represent two good examples of the kinds of problems one can face and the kinds of solutions one can try; e.g. keep on trying, seek out support from a friend. These two pieces were not comprehended as well as some others even though the children in our sample represented a 48 month to a 74 month range -- about the middle and top of the range for *Sesame Street's* target audience.

4.2c Big Bird is Bad

Big Bird is Bad, the third of the coping with failure bits, presents an entirely different aspect of failure: failure to live up to one's own expectations and those of society. It also deals with the theme of being lead astray by a false friend. In this pilot study, we dealt primarily with the children's comprehension of the plot and their understanding of the character's feelings and motivations.

In this two part serial, Bad Barney talks Big Bird into stealing a zucchini from Mr. MacIntosh's vegetable stand by taunting him and calling him a "big chicken."

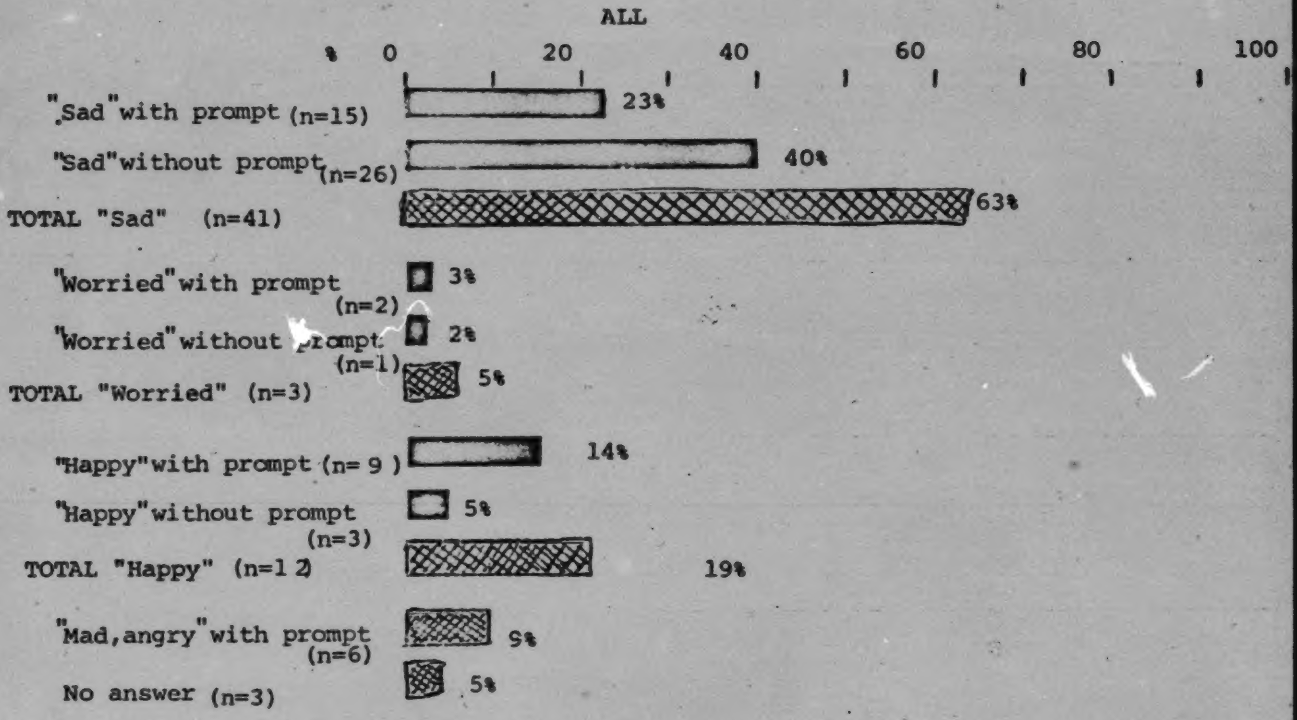
After he has stolen the zucchini, Big Bird is overcome with guilt. He is also being blackmailed by Bad Barney. In order to keep Bad Barney from telling on him, Big Bird is coerced into doing Bad Barney's chores. Finally, Big Bird tires of this coercion and confesses to Mr. MacIntosh. He feels much better and he insists on helping Mr. MacIntosh in order to make up for his transgressions. Bad Barney, seeing that his domination is over, flees from the scene.

The results are presented in Tables 16.1 -16.6 and Figures 16.2-16.6. As Table 16.1 indicates, 45% of the children knew that Big Bird had stolen something from Mr. MacIntosh's vegetable stand. With prompting, an additional 55% gave correct answers. At least three of the children spontaneously reported that Big Bird stole the zucchini because "Bad Barney called him a big chicken if he wouldn't."

Only 20% of the children were able to answer a question about why Big Bird had done all those things for Bad Barney. Virtually none of the children who had to be prompted came up with an answer that could be considered correct before they were prompted. Most said nothing or gave a response that was not

PREVIEWING ASSESSMENT

Question 2: How do you feel when you do a bad thing?



N=65

Table : Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
TOTAL "Sad"	26(72%)	13(56%)	21(66%)	20(60%)
"Sad" with prompt	9(25%)	6(26%)	5(16%)	10(30%)
"Sad" without prompt	17(47%)	7(30%)	16(50%)	10(30%)
TOTAL "Worried"	1(3%)	1(4%)	2(6%)	1(3%)
"Worried" with prompt	1(3%)	0(0)	1(3%)	1(3%)
"Worried" without prompt	0(0)	1(4%)	1(3%)	0(0)
TOTAL "Happy"	4(11%)	6(26%)	4(12%)	8(24%)
"Happy" with prompt	3(8%)	5(22%)	3(9%)	6(18%)
"Happy" without prompt	1(3%)	1(4%)	1(3%)	2(6%)
"Mad, angry" with prompt	4(11%)	2(9%)	3(9%)	3(9%)
No answer.	1(3%)	1(4%)	2(6%)	1(3%)
Black=36, White=23 Male=32, Female=33	[a]Chi square=5.33, df=7, NS [b]Chi square=5.70, df=7, NS			

TABLE 16.1: BIG BIRD IS BAD

COMPREHENSION QUESTIONS	N	CORRECT WITH PROMPTING
1. What did Big Bird do at Mr. McIntosh's vegetable stand? Ans.: He stole something, etc....	31	16(52%)
3. After he stole the zucchini, why did Big Bird do all those things for Bad Barney? Ans.: He was afraid Bad Barney would tell on him....	30	13(43%)
FEELINGS AND MOTIVATIONS QUESTIONS		
4. How did Big Bird feel after he had taken the zucchini? Ans.: Bad, because he thought Mr. McIntosh wouldn't like him anymore....	28	8(28%)
5. Did Big Bird finally tell the truth? How did he feel then? Ans.: Yes; he felt better...	31	--
6. Did Mr. McIntosh still like Big Bird after he told the truth about stealing the zucchini? Ans.: Yes...	29	--
Mean Percentage		41.0%

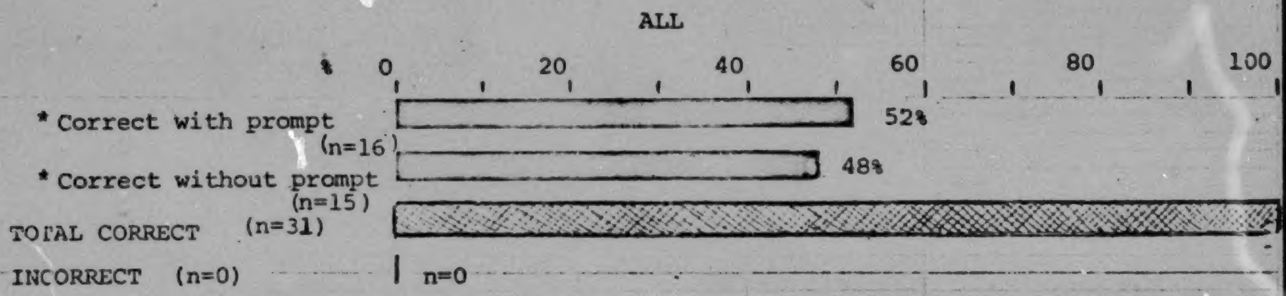
CORRECT WITHOUT PROMPTING	TOTAL CORRECT	PARTIALLY CORRECT	INCORRECT
15(48%)	31(100%)	--	--
13(43%)	26(87%)	--	4(13%)
16(58%)	24(86%)	--	4(14%)
18(58%)	28(90%)[a]	10(32%)[b]	3(10%)
23(79%)	23(79%)	--	6(21%)
57.2%	88.4%		11.6%

Notes: a: Includes partially correct

b: Includes those who answered "Yes" only and didn't mention any feelings (n=8), and those who answered "Yes, still felt sad (n=2)."

FIGURE 16.2: BIG BIRD IS BAD

Question 1: What did Big Bird do at Mr. McIntosh's vegetable stand?



N=31

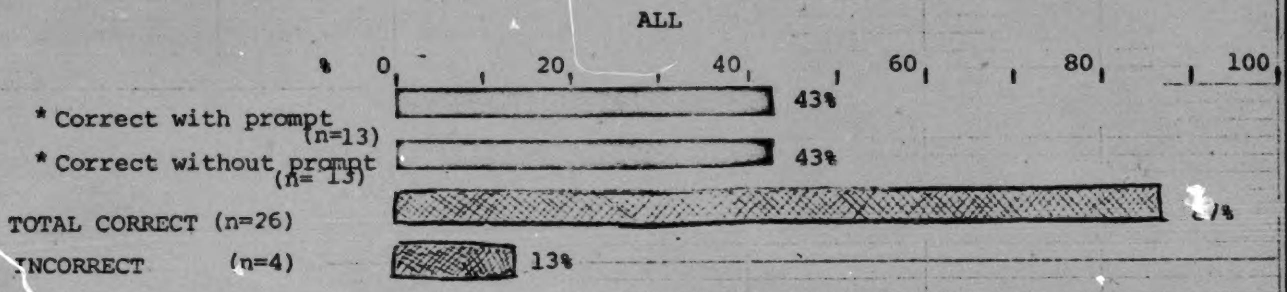
*Stole a vegetable (zucchini)

Table 16.2: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	6(46%)	9(56%)	8(47%)	8(57%)
Correct without prompt	7(53%)	7(44%)	9(53%)	6(43%)
TOTAL CORRECT	13(100%)	16(100%)	17(100%)	14(100%)
INCORRECT	0(0)	0(0)	0(0)	0(0)
B=13, W=16 M=17, F=14	[a] Chi square=.028, df=1, NS [b] Chi square=.039, df=1, NS			

FIGURE 16.3: BIG BIRD IS BAD

Question 3: After he stole the zucchini, why did Big Bird do all those things for Bad Barney?



N=30

*He was afraid Bad Barney would tell on him

Table 16.3: Responses by Race and Sex

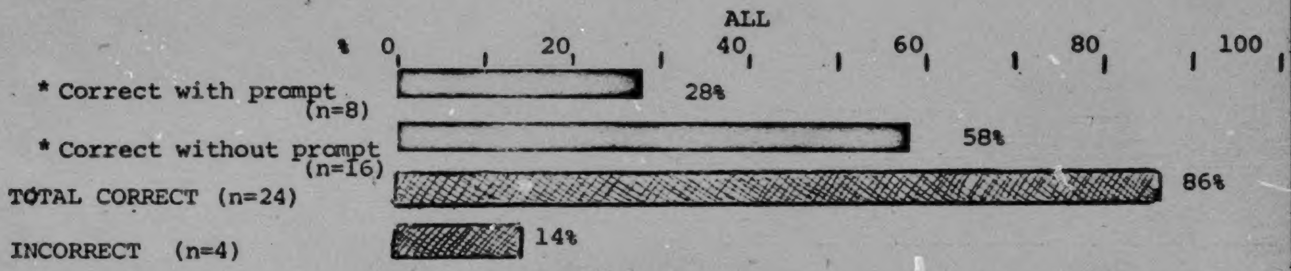
	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	5(42%)	7(44%)	5(29%)	8(61%)
Correct without prompt	4(33%)	8(50%)	8(47%)	5(39%)
TOTAL CORRECT	9(75%)	15(94%)	13(76%)	13(100%)
INCORRECT	3(25%)	1(6%)	4(24%)	0(0)

B=12, W=16
M=17, F=13

[a] Chi square=2.14, df=2, NS
[b] Chi square=4.93, df=2, NS

FIGURE 16.4: BIG BIRD IS BAD

Question 4: How did Big Bird feel after he had taken the zucchini? [a]



N=28 *Bad, because he thought Mr. McIntosh wouldn't like him anymore

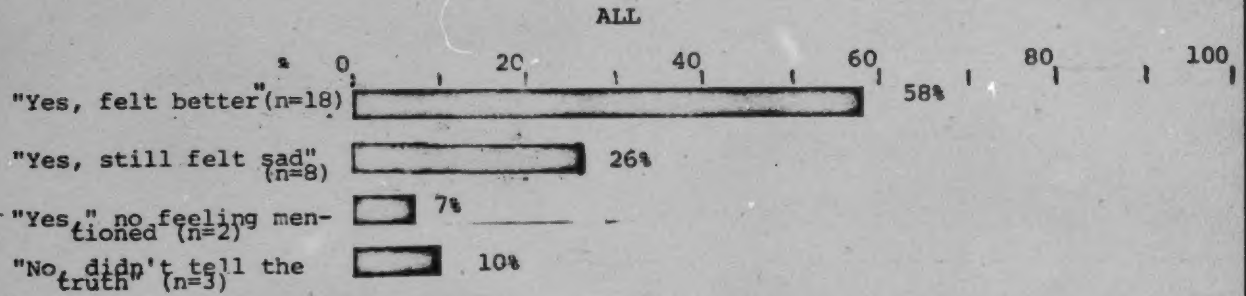
Table 16.4: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	5(38%)	3(21%)	5(29%)	3(27%)
Correct without prompt	6(46%)	9(64%)	9(53%)	7(64%)
TOTAL CORRECT	11(85%)	12(86%)	14(82%)	10(91%)
INCORRECT	2(15%)	2(14%)	3(18%)	9(9%)
B=13, W=14 M=17, F=11	[a]Chi square=1.06, df=2, NS [b]Chi square=.49, df=2, NS			

[a] Pearson correlation, Age by response category: r=.38, df=28, p .08.
ANOVA, Age by response category: F=2.51, df=2,25, NS

FIGURE 16.5: BIG BIRD IS BAD

Question 5: Did Big Bird finally tell the truth? How did he feel then?



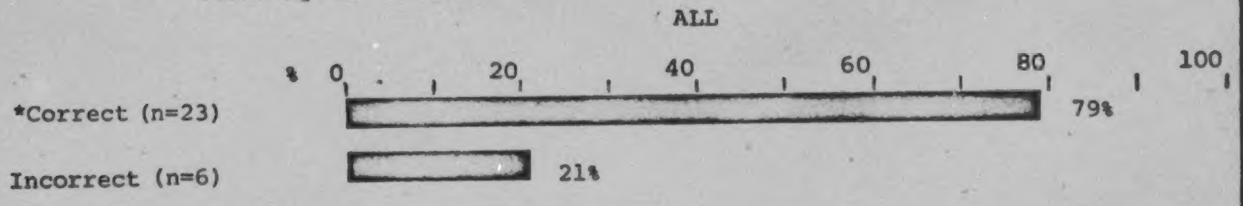
N=31

Table 16.5: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Yes, felt better"	8(62%)	9(50%)	9(53%)	9(64%)
"Yes,still felt sad"	3(23%)	4(32%)	4(25%)	4(29%)
"Yes," no feeling mentioned	1(8%)	1(6%)	2(11%)	0(0)
"No, didn't tell the truth	1(8%)	2(12%)	2(11%)	1(7%)
B=13, W=16 M=17, F=14	[a]Chi square=.23, df=3, NS [b]Chi square=2.06, df=3, NS			

FIGURE 16.6: BIG BIRD IS BAD

Question 6: Did Mr. McIntosh still like Big Bird after he told the truth about stealing the zucchini?



N=29

"Yes...."

Table 16.6: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct	11(85%)	11(73%)	14(82%)	9(75%)
Incorrect	2(15%)	4(27%)	3(18%)	3(25%)
B=13, W=15 M=17, F=12	[a] Chi square=.07, df=1, NS [b] Chi square=.00, df=1, NS			

relevent to the question. After prompting, however, an additional 63% of the children chose the correct answer from the list of multiple choice alternatives. Thus, about 90% of the children correctly responded that Big Bird did what Bad Barney told him because he was afraid that Bad Barney would tell.

Three questions asked directly about the character's feelings and motivations; these questions and the percentages of children answering them correctly can be found in Tables 16.4-16.6, and in Figures 16.4-16.6. Thirty-eight percent of the children knew that Big Bird felt bad after he stole the zucchini from Mr. MacIntosh. An additional 28 % chose the correct answer from the multiple choice alternatives. Ninety percent of the children were aware that Big Bird had finally told the truth and most of them were aware that he was relieved and felt happy (58%). However, some thought he was still sad, and another 10% didn't get it at all, and thought that Big Bird hadn't told the truth. Seventy-nine percent of the children knew that Mr. MacIntosh still liked Big Bird after he told the truth about stealing the zucchini. However, a significant minority of the children (21%) thought that Mr. MacIntosh didn't like him anymore.

If the number of children who didn't answer questions correctly without prompting is an indication of how comprehensible the bits were, then Big Bird is Bad was moderately successful.

We asked the children how they feel when they do a bad thing and what they do to feel better. Their answers imply that they understood the question to have different meanings. The majority of the children (57%) reported that they felt sad when they did something bad. They appear to have interpreted the question to mean after they had done something bad.

Another 21% reported that they felt mad when they did something bad: they seemed to be describing how they felt while they were doing a bad thing. One child reported that he felt happy when he did something bad. Five other children reported that they handled the situation in a variety of ways: "Go tell someone else" (n=2), "Like being bad," one child said "I never steal anything," and another child said he felt sneaky when he did something bad, and that he would "eat it up or hide it before they came."

Another subgroup of twelve children was asked "When you do something bad, like take something that doesn't belong to you, what do you do to feel better?" Ten of the twelve children responded with a variety of answers that cannot be collapsed in any meaningful way. Their verbatim responses are as follows:

"Keep it, do nothing."
"Go get my own toy."
"Go over to my cousin's and play with [his toy]."
"Ask somebody to play with their toys."
"They spank me. I play."
"Take medicine."
"Don't be bad."
"Later on I would feel better."
"Say you're sorry."
"Put it back in the park."
No response (n=2)

Race, Sex, and Age Differences

There were no significant differences between the responses of black vs. white, male vs. female, or older vs. younger children.

Summary and Conclusions

It was clear that the children understood the plot and empathized with Big Bird; however, a sizeable minority did not understand the feelings of the adult characters toward Big Bird at the end. It was also apparent that a substantial minority (32%) didn't understand that Big Bird felt better after his confession, and 10% thought that Big Bird hadn't told about stealing the zucchini.

We attempted to assess the children's feelings about doing bad things and what they do to feel good; however, we met with little success, since we were reluctant to ask the children whether they stole, and why, although some intimated that they did steal or at least do bad things.

Further questioning of children about why they do or do not steal would be useful. It would be useful to know what consequences children meet for stealing and other unacceptable behavior if they are caught. For some children, confession may not be an attractive alternative. Closed ended probing is probably necessary here to prevent the children from misinterpreting the questions.

4.3 Basic Emotions

These bits attempt to deal with both positive and negative emotions that all young children experience at some time. Oscar's Jealous presents a character dealing with jealousy. Other bits deal with the children's feelings about themselves, such as pride and self-esteem.

Three bits dealing with themes of pride and self-esteem were tested. They were Frankie Four Eyes, Gordon's Song: A Kid Like You, and Roosevelt Franklin: Days of the Week. Each of these bits dealt with different aspects of pride and self-esteem. Frankie Four Eyes deals with a young boy who will not wear his glasses because he fears ridicule from the other children. Gordon's Song: A Kid Like You is a purely affective piece. It provides a few quiet and reflective moments which stand in contrast to the rapid pace of the other material and fillers in Sesame Street. Gordon sings a song directly to each viewing child; he sings about the things he would do if he had "a kid like you." The message directed toward the children in the viewing audience seems to be: you are a likeable, good person, and I'd like to be with you and have a kid like you.

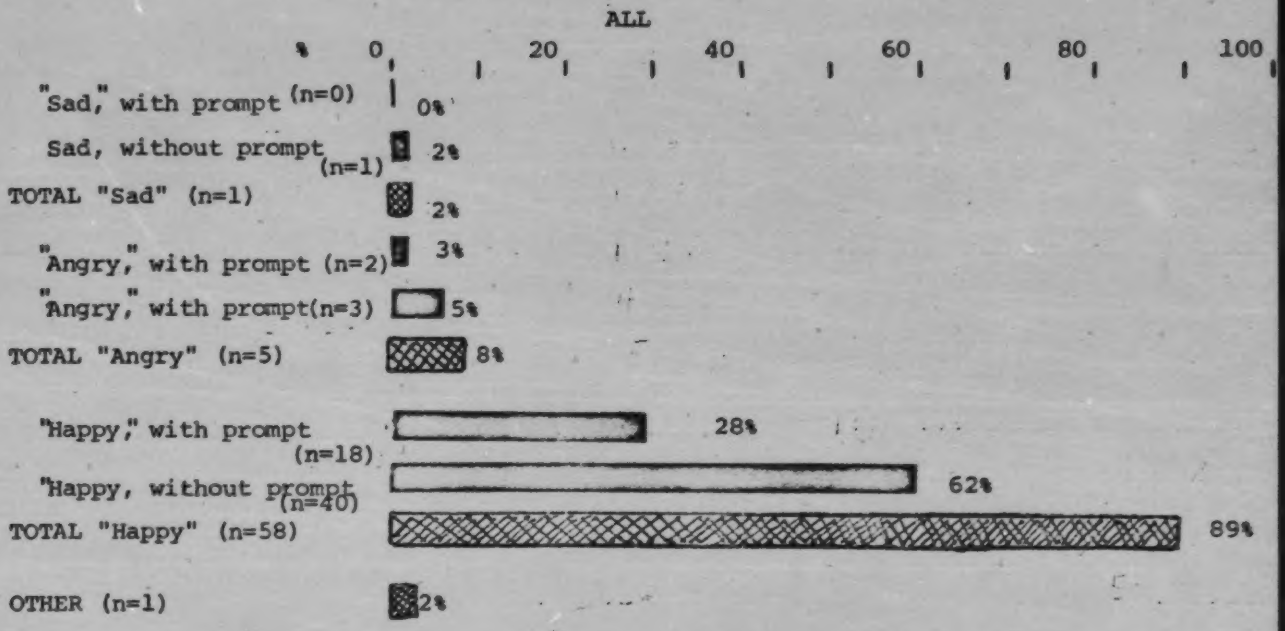
Roosevelt Franklin: Days of the Week conveys another kind of pride -- pride in one's self as a result of one's competence and accomplishments. Roosevelt Franklin, a cocky, proud, black boy, is obviously aware that he knows the answers and is proud of it.

Because several of the bits dealt with the abstract concept "Pride," we asked the children if they knew the meaning of the word "pride." None of them knew the meaning of the word "pride." Seven admitted that they didn't know and five children guessed. Two came fairly close and said that it meant

FIGURE 17. Pride

PREVIEWING ASSESSMENT

Question 6: How do you feel when people say they like you?



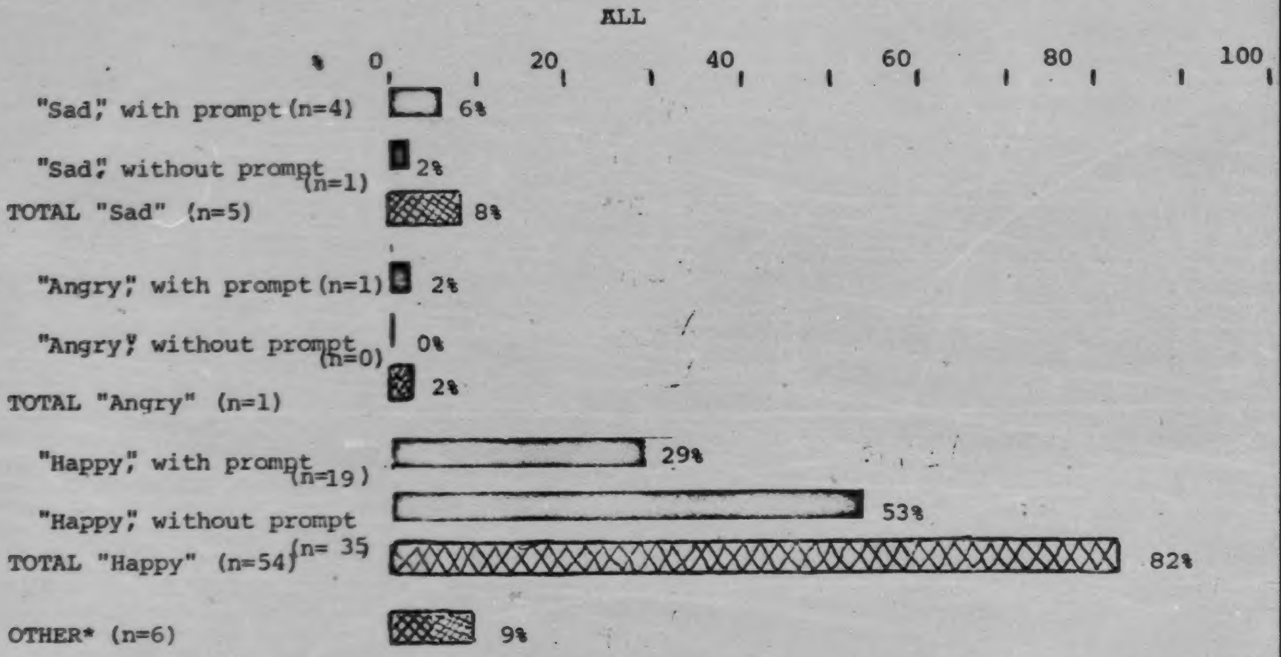
N=65

Table 17 : Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
TOTAL "Sad"	1(3%)	0(0)	1(3%)	0(0)
"Sad," without prompt	1(3%)	0(0)	1(3%)	0(0)
TOTAL "Angry"	3(9%)	2(8%)	4(12%)	1(3%)
"Angry," with prompt	1(3%)	1(4%)	2(6%)	0(0)
"Angry," without prompt	2(6%)	1(4%)	2(6%)	1(3%)
TOTAL "Happy"	32(89%)	21(96%)	26(81%)	32(97%)
"Happy," with prompt	9(25%)	7(32%)	8(25%)	10(30%)
"Happy," without prompt	23(64%)	14(64%)	18(56%)	22(69%)
OTHER	0(0)	0(0)	1(3%)	0(0)
Black=36, White=22 Male=32, Female=33	[a] Chi square=.95, df=4, NS [b] Chi square=4.94, df=5, NS			

FIGURE 18. PREVIEWING ASSESSMENT

Question 7: How do you feel when somebody says something nice about you?



N=66

* explained in the text

FIGURE 18. PREVIEWING ASSESSMENT

Question 7: How do you feel when somebody says something nice about you?

Table 18: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
TOTAL "Sad"	3(9%)	2(8%)	3(10%)	2(6%)
"Sad," with prompt	3(9%)	1(4%)	3(10%)	1(3%)
"Sad," without prompt	0(0)	1(4%)	0(0)	1(3%)
TOTAL "Angry"	0(0)	1(4%)	1(3%)	0(0)
"Angry," with prompt	0(0)	1(4%)	1(3%)	0(0)
TOTAL "Happy"	29(85%)	20(79%)	23(77%)	31(86%)
"Happy," with prompt	8(24%)	8(32%)	8(27%)	11(31%)
"Happy," without prompt	21(61%)	12(46%)	15(50%)	20(56%)
OTHER	2(3%)	3(12%)	3(10%)	3(8%)

Black=34,White=26
Male=30,Female=36

[a] Chi square=4.67, df=5, NS

[b] Chi square=3.67, df=5, NS

happiness or happy. The other three said that it meant you were sad (n=2) or surprised (n=1).

We then asked the children if they had ever felt proud and to tell us about it. Five said they had never felt proud of themselves. Seven said that they had felt proud of themselves. Two were unable to give examples; the others ventured examples: "Yes, when I'm by myself watching TV," "Yes, playing by myself," "Yes, when I'm home," "Yes, yesterday I felt proud," "I feel proud because Wendy went to the hospital." Their responses clearly indicate that the children do not have an abstract concept of pride. ✓

We then sought to determine whether the children had experienced something akin to what adults experience as pride, and how they felt. They were asked: "How do you feel when people say they like you?" and "How do you feel when somebody says something nice about you?" Their responses (see Tables 17, 18; Figures 17, 18) indicate that the majority of the children felt happy or good when people said they like them and said something nice about them. Thus, they were able to report the affect that we expect to accompany compliments or being liked by other people although their undifferentiated labels for these feelings were "happy" and "good."

4.3a Frankie Four Eyes

Frankie Four Eyes was the most straightforward of the basic emotions bits. Frankie is playing baseball with Bob and some of the other kids, and keeps striking out. He is afraid to wear his glasses because he is afraid the other kids will make fun of him. Bob realizes the problem, and points out to Frankie that many other people around Sesame Street wear glasses. He persuades Frankie to wear his glasses, and Frankie makes a smashing hit.

Thirty-one children, ranging in age from 42 to 74 months, with a mean age of 58.06 months, were questioned about this bit. As Table 19.1 indicates, about 38% of the children were able to answer the comprehension questions about Frankie Four Eyes without prompting. An additional 47% were able to choose the correct answer from among the multiple choice alternatives. About a third (29%) of the children were able to explain why Frankie was missing the ball, and an additional 48% chose the correct response from a list of multiple choice alternatives. However, twenty-three percent of the children questioned either refused to answer or were unable to recognize the correct answer.

Some of the incorrect answers give an indication of the kind of problems that the children had with the bits:

--"There wasn't a ball to hit."
--"The little girl was throwing it too high."
--"He wasn't hitting it because it was too fast."
--"He was playing wrong."
--"The kids didn't throw it at him."
--"He didn't know how to play."

TABLE 19.1: FRANKIE FOUR EYES

COMPREHENSION QUESTIONS	N	CORRECT WITH PROMPTING	CORRECT WITHOUT PROMPTING	TOTAL CORRECT	TOTAL INCORRECT
1. Why was Frankie missing the ball? Ans.: He wasn't wearing his glasses...	31	15(48%)	9(29%)	24(77%)	7(23%)
2. Why didn't Frankie want to wear his glasses? Ans.: He was afraid the kids would make fun of him....	29	14(48%)	10(34%)	24(83%)	5(17%)
3. What happened when Frankie played ball with his glasses on? Ans.: He hit the ball real far...	31	14(45%)	16(52%)	30(97%)	1(3%)
Mean Percentage		47%	38.33%	85.66%	14.33%

FIGURE 19.2: FRANKIE "FOUR EYES"

Question 1: Why was Frankie missing the ball?

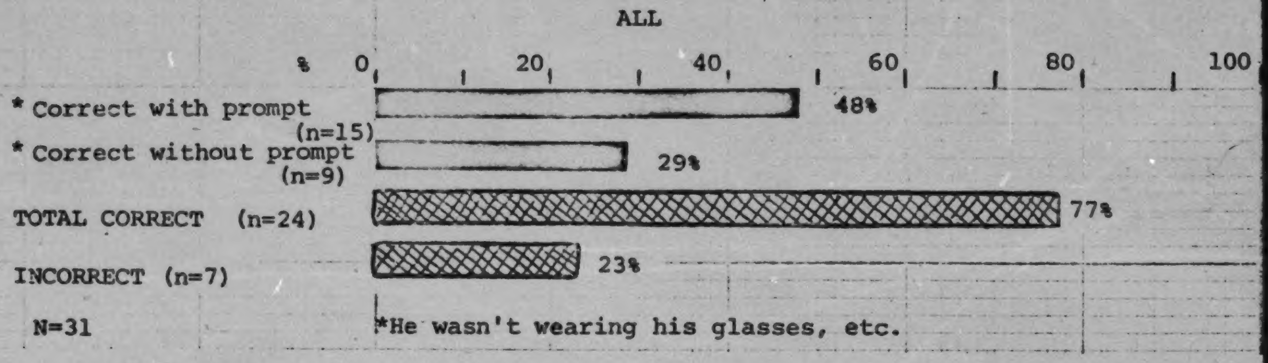
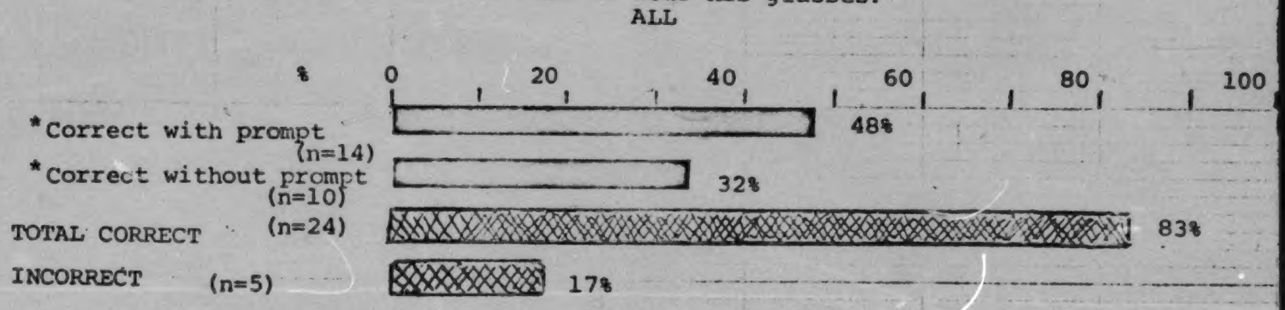


Table 19.2: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	7(53%)	7(44%)	7(41%)	8(56%)
Correct without prompt	4(31%)	5(31%)	8(45%)	1(7%)
TOTAL CORRECT	11(81%)	12(75%)	15(88%)	9(63%)
INCORRECT	2(16%)	4(25%)	2(12%)	5(35%)
B=13, W=16 M=17, F=14	[a]Chi square=.47, df=2, NS [b]Chi square=6.56, df=2, $p < .03$			

FIGURE 19.3: FRANKIE "FOUR EYES"

Question 2: Why didn't Frankie want to wear his glasses?



N=29

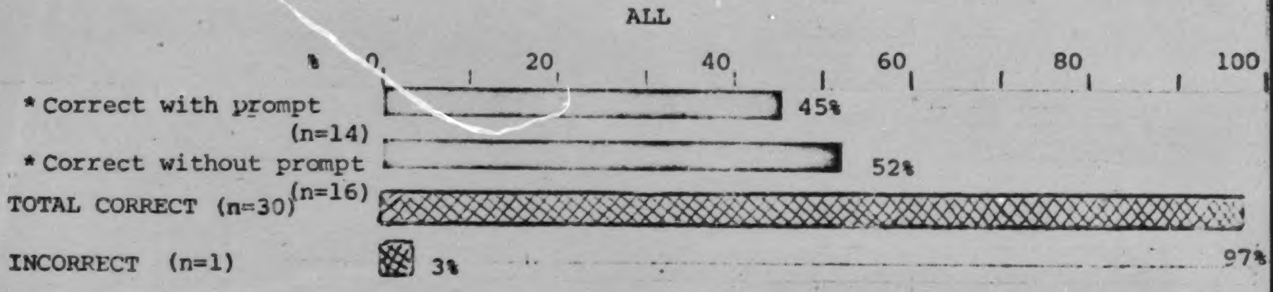
*He was afraid the other kids would make fun of him

Table 19.3: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	4(33%)	9(60%)	10(59%)	4(33%)
Correct without prompt	5(42%)	5(33%)	5(29%)	5(42%)
TOTAL CORRECT	9(75%)	14(93%)	15(88%)	9(75%)
INCORRECT	3(25%)	1(7%)	2(12%)	3(25%)
B=12, W=15 M=17, F=12	[a]Chi square=2.62, df=2, NS [b]Chi square=1.97, df=2. NS			

FIGURE 19.4: FRANKIE "FOUR EYES"

Question 3: What happened when Frankie played ball with his glasses on?



N=31

*He hit the ball real far

Table 19.4: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Correct with prompt	7(54%)	7(42%)	7(41%)	7(50%)
Correct without prompt	6(46%)	8(50%)	10(59%)	16(43%)
TOTAL CORRECT	13(100%)	15(94%)	17(100%)	13(93%)
INCORRECT	0(0)	1(6%)	0(0)	1(7%)
B=13, W=16 M=17, F=14	[a] Chi square=.99, df=2, NS [b] Chi square=1.73, df=2, NS			

Although there is a relationship between age and the children's ability to answer the question correctly, the youngest child interviewed gave a very complete description of what happened despite his limited vocabular; e.g. "The girl kept catching it, then he put his glasses on and he batted it." Nearly all the five year olds answered correctly, but some of the oldest children misperceived or mistinterpreted what was happening in the bit.

Thirty-four percent of the children knew that Frankie didn't want to wear his glasses because he was afraid the kids would tease him; e.g. "He was of being called a sissy," "'Cause they called him names," "'Cause they told him he looked like a girl," etc. An additional 48% of the children chose the correct answer from the multiple choice alternatives resulting in a total of about 83% who were able to correctly identify Frankie's reasons for not wanting to wear his glasses.

A little over half of the children (52%) correctly stated that Frankie started hitting the ball when he wore his glasses. Nearly all of the remaining 45% of the children who had refused to answer chose the correct answer from the multiple choice alternatives. Ninety-seven percent of the children understood the outcome of the bit.

Race, Sex, and Age Differences

There were no significant differences between the responses of blacks vs. whites, males vs. females, or older vs. younger children.

4.3b Gordon's Song: A Kid Like You

Gordon's Song was primarily an affective bit. The goal was to foster pride or positive affect in the children. After they viewed the tapes, the children were asked a number of questions designed to determine whether Gordon's Song had produced positive affect in the children. Sixty-five percent of the children questioned responded, without prompting, that Gordon's song had made them feel happy or good. Another 19% reported that Gordon's song made them feel happy or good after prompting (see Appendix D for a list of the questions and the prompts). Sixteen percent of the children reported that Gordon's song made them feel sad, angry, or bad. Their reasons were: "Mad, because he was singing alone," "Mad, 'cause he was singing about kids," "Mad, because he was singing all wrong," etc.

Another question, also designed to determine the song's effect on the children's affect, was: "How did you feel about yourself when you listened to Gordon?" As Table 20.1 indicates, the majority of the children reported feeling good or happy (39% without prompting and an additional 32% after prompting), or at least "Okay" or "All right."

The two questions: "How do you feel when somebody says they like you?" and "How do you feel when somebody says something nice about you?" were repeated. Once again, the majority of the children said that they felt good when somebody said something nice about them or said that they liked them.

Gordon's Song appears to have been successful at engendering positive affect in the children who watched.

Race, Age, and Sex Differences

There were no significant differences between the responses of black vs. whites, males vs. females, or younger vs. older children.

TABLE 20.1: GORDON'S SONG

FEELING AND MOTIVATION QUESTIONS	N	"Happy and Good" with Prompting	"Happy and Good" with no Prompting	"Sad, angry, Bad," with Prompting	"Sad, angry, Bad" without Prompting	Uncodable/ No Answer
1. How did Gordon's Song make you feel?	31	6(19%)	20(65%)	2(6%)	3(10%)	--

	N	"Bad," "Yucky," "Mad," "Sad," With prompting	"Bad," "Yucky" "Mad," Negative Response; No Prompting	"Happy or Good inside" Positive response With Prompting	Positive Response with Prompting; "Happy" Or "Good"	"Okay, All right" With Prompting	"Okay, All right" Without Prompting
2. How did you feel about yourself when you listened to Gordon?	28	2(7%)	1(4%)	8(29%)	12(43%)	2(7%)	3(11%)

	N	"Good,""Happy" Without Prompting	"Sad," "Bad," "Mad," Without Prompting
3. How do you feel when somebody says something nice about you?	27	22(81%)	5(19%)

	N	"Sad"	"Mad,""Angry"	"Happy,""Glad," Good"	Uncodable/ No answer
4. How do you feel when people say they like you?	27	2(7%)	2(7%)	22(81%)	1(4%)

FIGURE 20.2: GORDON'S SONG: A KID LIKE YOU

Question 1: How did Gordon's song make you feel?

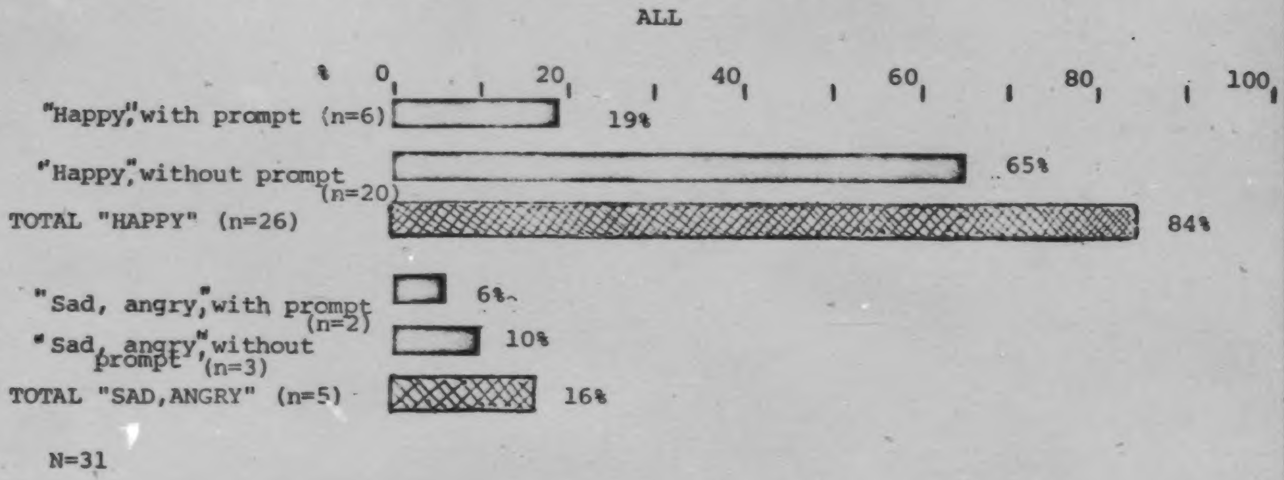
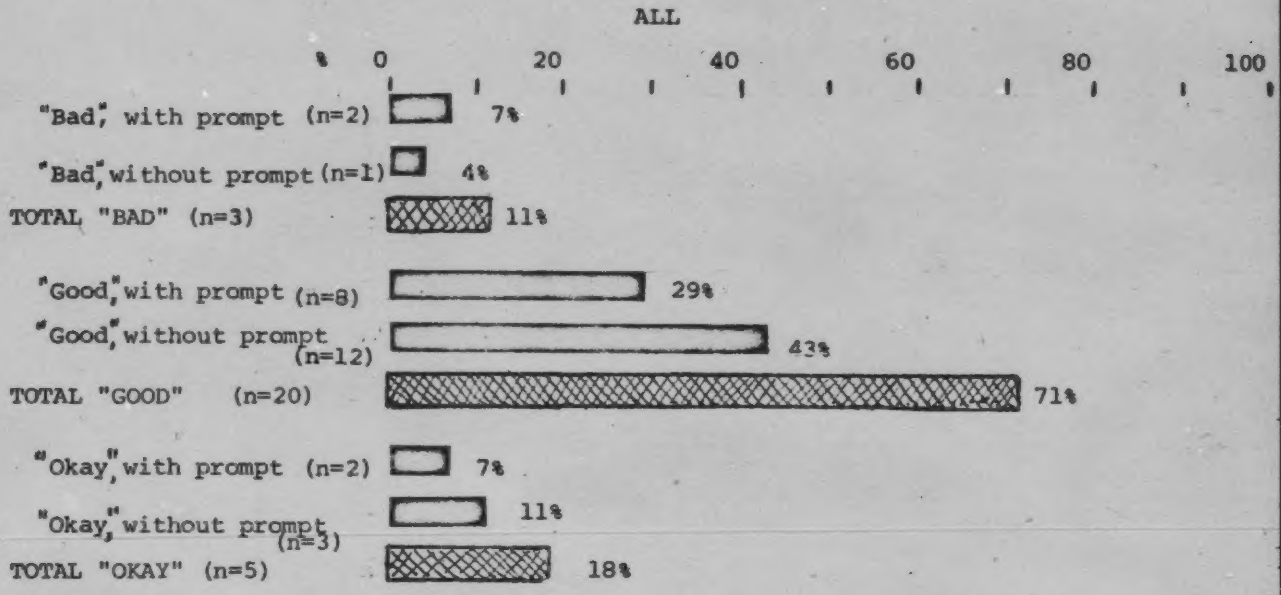


Table 20.2: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Happy," with prompt	2(15%)	4(25%)	3(18%)	3(21%)
"Happy," without prompt	9(69%)	9(56%)	11(64%)	9(65%)
TOTAL "HAPPY"	11(84%)	13(81%)	14(82%)	12(86%)
"Sad, angry," with prompt	1(8%)	1(6%)	1(6%)	1(6%)
"Sad, angry," without prompt	1(6%)	2(12%)	2(12%)	1(6%)
TOTAL "SAD, ANGRY"	2(16%)	3(18%)	3(18%)	2(12%)
B=13, W=16 M=17, F=14	[a]Chi square=.70, df=3, NS [b]Chi square=.25, df=3, NS			

FIGURE 20.3: GORDON'S SONG: A KID LIKE YOU

Question 2: How did you feel about yourself when you listened to Gordon?



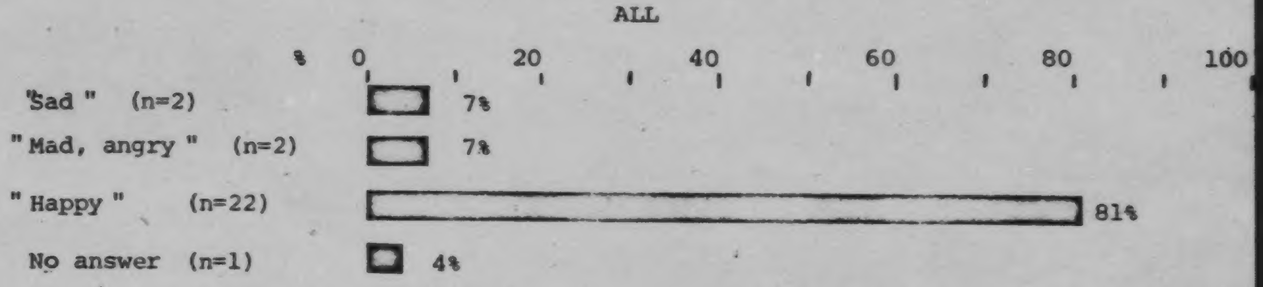
N=28

Table 20.3: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Bad," with prompt	0(0)	1(8%)	0(0)	2(18%)
"Bad," without prompt	1(8%)	0(0)	1(6%)	0(0)
TOTAL "BAD"	1(8%)	1(8%)	1(6%)	2(18%)
"Good," with prompt	4(31%)	4(31%)	5(31%)	3(27%)
"Good," without prompt	6(46%)	5(38%)	8(50%)	4(36%)
TOTAL "GOOD"	10(77%)	9(69%)	13(81%)	7(63%)
"Okay," with prompt	0(0)	2(15%)	0(0)	2(18%)
"Okay," without prompt	2(15%)	1(8%)	2(12%)	1(9%)
TOTAL "OKAY"	2(15%)	3(23%)	2(12%)	3(27%)
B=13, W=13 M=16, F=12	[a]Chi square=4.42, df=5, NS [b]Chi square=6.73, df=5, NS			

FIGURE 20.4: GORDON'S SONG: A KID LIKE YOU

Question 4: How do you feel when people say they like you?



N=27

Table 20.4: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Sad"	0(0)	2(16%)	0(0)	2(18%)
"Mad, angry"	1(8%)	1(7%)	2(12%)	0(0)
"Happy"	11(85%)	10(77%)	13(81%)	9(82%)
No answer	1(8%)	0(0)	1(6%)	0(0)
B=13, W=13 M=16, F=11	[a]Chi square=3.04; df=3, NS [b]Chi square=4.97, df=3, NS			

4.3c Roosevelt Franklin: Days of the Week

In assessing the impact of this piece, we concentrated on assessing the children's affect and their perceptions of the affect of the characters in the piece. We also sought to assess whether knowing the days of the week was a problem that the children could identify with. A smaller group of twelve children were also questioned about this. Only half of them knew the days of the week. The average age of these children was about 5 1/2 years .

We also asked the children how they felt when they were really good at doing something. As Table 21.1 indicates, all the children said they felt good when they were really good at doing something. We asked them how they felt when they didn't know something like the days of the days of the week, and all of them responded that they felt sad or mad.

As Figure 21.2 and Table 21.2 indicate, 75% of the children interviewed knew that Roosevelt Franklin felt happy and proud when he knew the days of the week. We were curious about how the children would perceive the feelings of the girls in the show in view of the fact that virtually all of the adults involved with the project had quite negative feelings about the bit because they thought that it portrayed the black girls in a negative way.

All of the four and five year old children thought that the girls felt sad or bad because they didn't know the days of the week. Several of the children said the girls were lucky because they found someone to tell them the days of the week.

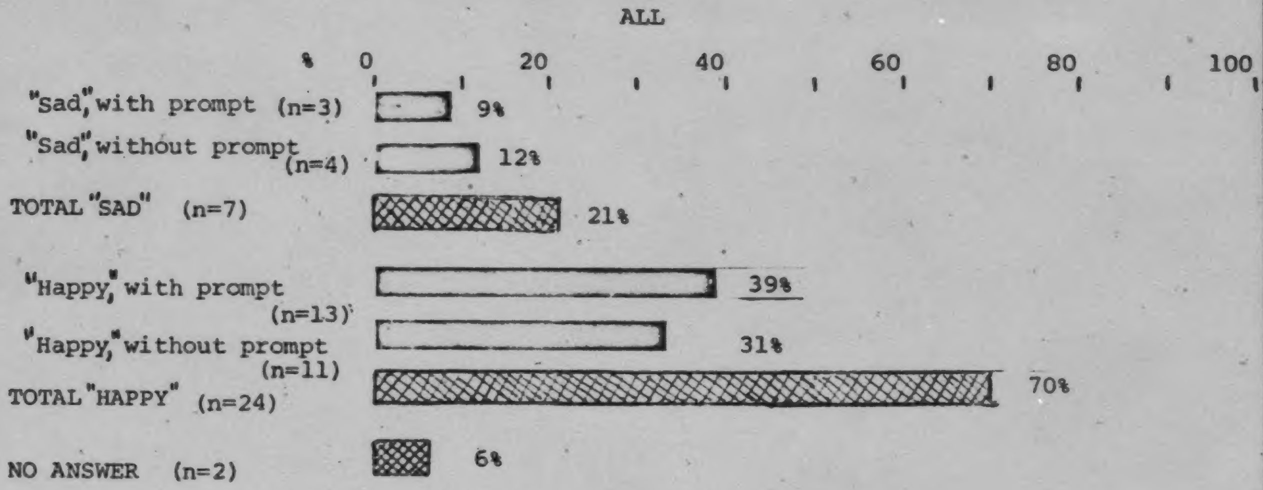
We also asked whether they thought the girls liked Roosevelt Franklin. All twelve of the children said that they thought the girls liked Roosevelt Franklin for a variety of reasons; e.g. "Because he was friendly," "Because he was good to them," and "Because he told them the days of the week."

TABLE 21.1: ROOSEVELT FRANKLIN: DAYS OF THE WEEK

	N	"Sad" without Prompting	"Sad" with Prompting	"Happy," "Proud" Without Prompting	"Happy,""Proud" With Prompting	No answer Uncodable
1. How do you think Roosevelt Franklin felt when he told the girls the days of the week?	33	3(9%)	4(12%)	13(39%)	11(33%)	2(6%)
		"Good," "Fine" "Happy," etc.	"Bad"	No Response		
2. How do you feel when you're really good at something?	30	28(90%)	--	3(10%)		

FIGURE 21.2: ROOSEVELT FRANKLIN: DAYS OF THE WEEK

Question 1: How do you think Roosevelt Franklin felt when he told the girls the days of the week?



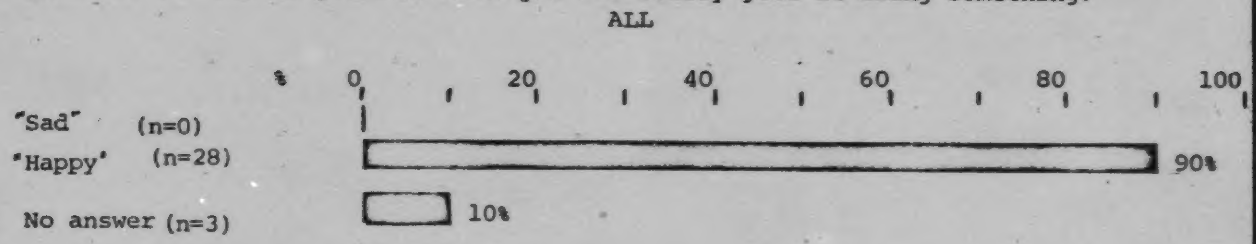
N=33

Table 21.2: Response by Race and Sex

	Race[a]			Sex[b]	
Response	Black	White		Male	Female
"Sad," with prompt	0(0)	3(21%)		0(0)	3(15%)
"Sad," without prompt	1(7%)	3(21%)		0(0)	4(21%)
TOTAL "SAD"	1(7%)	6(42%)		0(0)	7(36%)
"Happy," with prompt	6(43%)	4(29%)		6(43%)	7(38%)
"Happy," without prompt	6(43%)	4(29%)		6(43%)	5(26%)
TOTAL "HAPPY"	12(85%)	8(58%)		12(86%)	12(64%)
NO ANSWER	1(7%)	0(0)		2(14%)	0(0)
B=14, W=14 M=14, F=19	[a]Chi square= 5.80, df=4, NS [b]Chi square=8.60, df=4, p < .07				

FIGURE 21.3: ROOSEVELT FRANKLIN: DAYS OF THE WEEK

Question 2: How do you feel when you are really good at doing something?



N= 31

Table 21.3: Response by Race and Sex

Response	Race[a]			Sex[b]	
	Black	White		Male	Female
"Sad"	0(0)	0(0)		0(0)	0(0)
"Happy"	12(86%)	13(100%)		11(79%)	17(100%)
No answer	2(14%)	0(0)		3(14%)	0(0)
B=14, W=13 M=14, F=17	[a] Chi square=.46, df=1, NS [b] Chi square=1.95; df=1, NS				

Ten of our twelve respondents reported that they liked Roosevelt Franklin. A variety of reasons were given: "Because he's funny," "Because he knows everything," "Because he was fine." It appears that Roosevelt Franklin was popular with the children and attractive to them. Both black and white children liked him.

Roosevelt Franklin thus appears to present a positive self-image for the black children as well as a confident, competent image of black children for the white children viewing. However, I question whether having the group that doesn't know the answers be an all black and female group is good for the children. I, and most of the adults viewing, felt that it reinforced a number of negative stereotypes. Mixed male and female groups who don't know the answers, and competent black girls who are sensible and self-respecting would be a welcome addition to television. ✓

FIGURE 22. PREVIEWING ASSESSMENT

Question 5: How do you feel when you are really good at doing something?

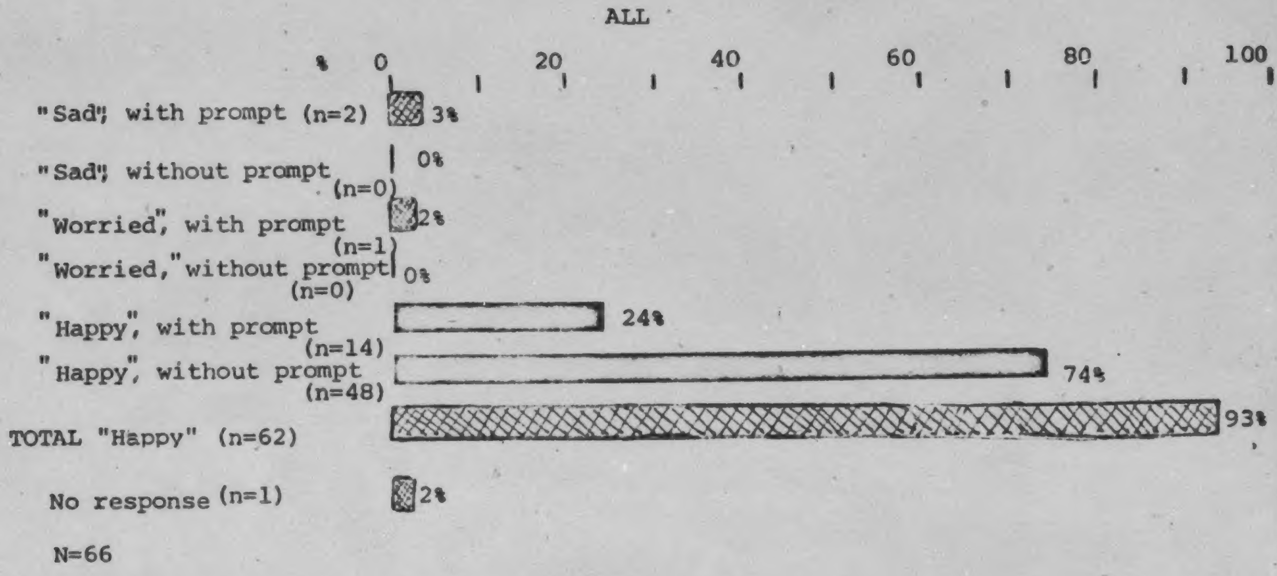


Table 22: Responses by Race and Sex

Response	Race[a]		Sex[b]	
	Black	White	Male	Female
"Sad," with prompt	2(6%)	0(0)	2(7%)	0(0)
"Worried," with prompt	1(3%)	0(0)	1(3%)	0(0)
TOTAL "Happy"	31(91%)	26(99%)	26(89%)	36(100%)
"Happy," with prompt	6(18%)	6(23%)	6(20%)	8(22%)
"Happy," without prompt	25(73%)	20(77%)	20(68%)	28(78%)
No response	0(0)	0(0)	1(3%)	0(0)
Black=34,White =26 Male=29,Female=36	[a]Chi square=2.53, df=3, NS [b]Chi square=5.12, df=4, NS			

4.3d Oscar's Jealous

This bit opens with Maria all dressed up and waiting to go out on a date with David. Oscar appears, and after some conversation admits that he likes Maria even though it's against the grouch code. He is jealous that he can't go with them or be Maria's date. Maria explains what jealousy is and explains that people can like more than one person at the same time. When David comes along, Maria tells him what Oscar had said about liking her, and then it is David who shows the pangs of jealousy.

Before they viewed any of the tapes, 66 of the children were asked a set of questions about jealousy. We sought to ascertain whether they knew what jealousy was and whether they could give examples of feeling jealous.

As Figure 23 and Table 23 indicate, 45 of the children reported that they had felt jealous or liked someone and got mad if they liked someone else. Thirteen percent of the children did not explicitly admit or deny being jealous; e.g. "I don't like anyone," "I'd play with somebody else," "I'd bother them."

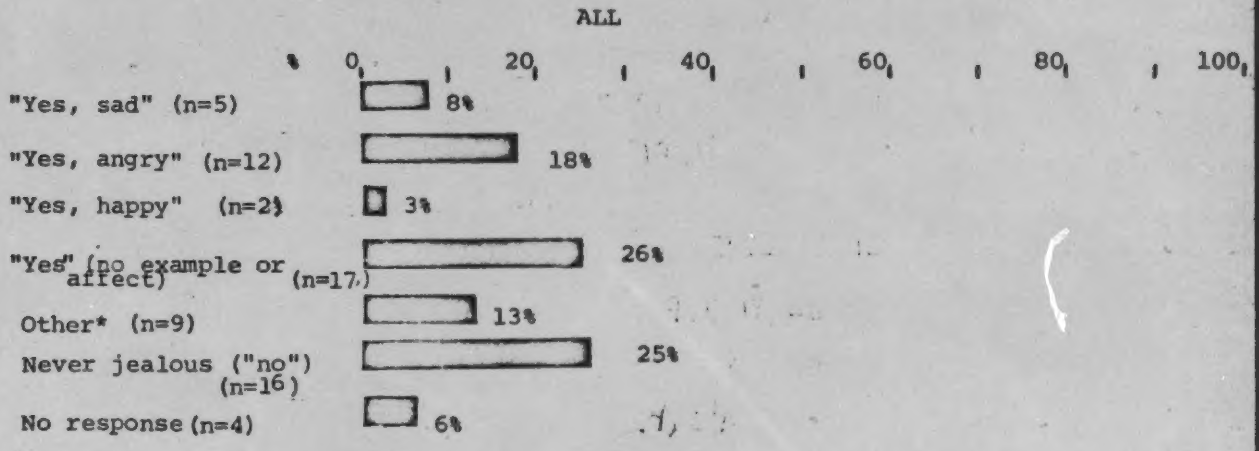
The children were then asked to tell the interviewers about the times when they were jealous or about the situation when their friend liked somebody else. As Table 24 and Figure 24 show , 61% of the children were able to describe such an experience. Twenty-seven percent said they had never experienced such a thing, and six percent of the children gave a variety of relevant but unique answers such as "I like my friends to be happy," "I would just like to know what they think," etc. Only three of the children failed to respond.

The children reported a variety of ways of coping with jealousy. Figure 25 presents a summary of the ways children said they would handle the situation when their friend played with somebody else but not them. Figure 24 and Table

Basic Emotions: Jealousy

FIGURE 23. PREVIEWING ASSESSMENT

Question 8: Have you ever felt jealous (or liked someone and got mad if they liked someone else?



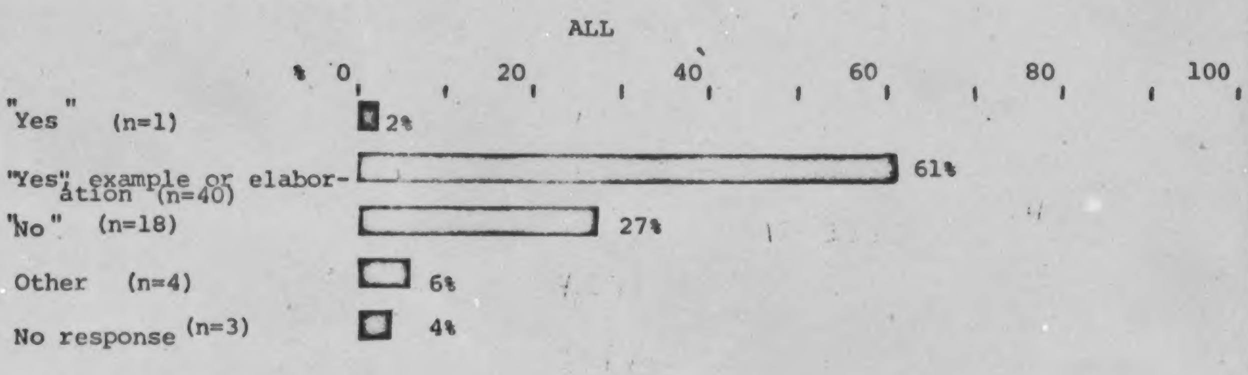
N=65 *Answered with an example of how would cope with jealousy

Table 23: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Yes, sad"	1(3%)	4(18%)	4(13%)	1(3%)
"Yes, angry"	7(19%)	3(13%)	5(16%)	7(21%)
"Yes, happy"	0(0)	2(9%)	1(3%)	1(3%)
"Yes" (no example or affect)	10(28%)	6(26%)	9(28%)	8(24%)
Other	5(14%)	2(9%)	2(6%)	7(20%)
Never jealous ("No")	10(26%)	6(26%)	7(22%)	9(27%)
No response	3(8%)	0(0)	4(12%)	0(0)
Black=36, White=23 Male=32, Female=33	[a] Chi square=9.27, df=6, NS [b] Chi square=9.20, df=6, NS			

FIGURE 24. PREVIEWING ASSESSMENT

Question 9a: Have you ever been mad if your friend liked someone else? Tell me about it.



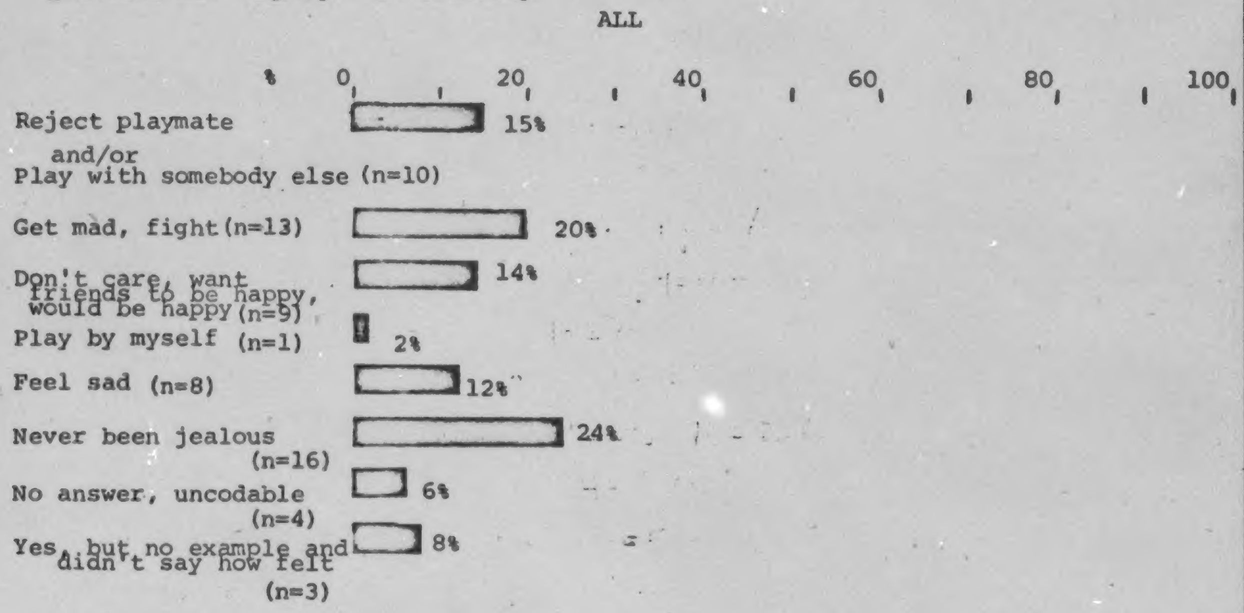
N=66

Table 24 : Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
"Yes"	1(3%)	0(0)	0(0)	1(3%)
"Yes," example of elaboration	21(62%)	15(57%)	17(56%)	23(63%)
"No"	9(26%)	8(30%)	8(27%)	10(33%)
Other	2(6%)	2(7%)	2(6%)	2(5%)
No response	1(3%)	1(4%)	3(10%)	0(0)
Black=34,White=26 Male=30,Female=36	[a]Chi square=1.01. df=4, NS [b]Chi square=4.61, df=4, NS			

FIGURE 25. PREVIEWING ASSESSMENT

Question 9b: Coping with Jealousy



N=66

Table 25: Responses by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Reject playmate and/or Play with somebody else	5(15%)	3(12%)	3(10%)	7(19%)
Get mad, fight	8(24%)	5(19%)	6(20%)	7(19%)
Don't care, want friends to be happy, would be happy	4(12%)	5(19%)	6(20%)	3(8%)
Play by myself	0(0)	1(4%)	1(3%)	0(0)
Feel sad	4(12%)	4(15%)	3(10%)	5(14%)
Never been jealous	7(20%)	6(23%)	6(20%)	10(28%)
No answer, uncodable	2(6%)	1(4%)	2(7%)	2(6%)
Yes, but didn't give example and didn't say how felt	4(12%)	1(4%)	3(10%)	2(6%)
Black=34, White=26 Male=30, Female=36	[a] Chi square=3.67, df=8, NS [b] Chi square=9.81, df=8, NS			

Table 26.1: OSCAR'S JEALOUS

COMPREHENSION QUESTIONS	N	CORRECT WITH PROMPTING	CORRECT WITHOUT PROMPTING	PARTIALLY CORRECT	TOTAL CORRECT	TOTAL INCORRECT
1. How did Oscar feel about Maria going out with David? Ans.: Angry because Maria wasn't staying with him...	31	9(29%)	22(71%)	--	31(100%)	--
2. What did Maria say being jealous meant? Ans.:That you like someone and get mad if they like anyone else at all...	28	9(32%)	4(14%)	5(18%)	13(46%)	10(36%)

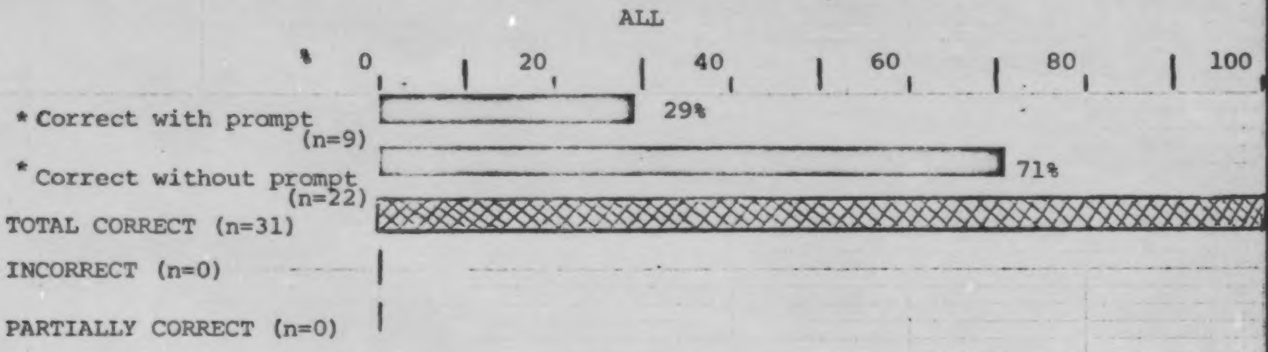
JEALOUSY: PREVIEWING ASSESSMENT

	N	"Yes, felt sad"...	"Yes, felt mad"...	"Yes, felt happy"...	"Yes." No Feelings Mentioned	"No"	Knows the Feeling but Answers Indirectly	No Ans.;Uncodable
8. Have you ever felt jealous (or liked someone and got mad if they liked anyone else?	65	5(8%)	12(18%)	2(3%)	17(26%)	16(25%)	9(13%)	4(6%)

	N	"Yes"	"Yes," gives Example or Elaboration	Total Yes	"No"	Other	No Response
9a. Have you ever been mad if your friend liked somebody else? Tell me about it...	66	1(2%)	40(61%)	41(63%)	18(27%)	4(6%)	3(4%)
POST-VIEWING							
3. Have you ever been mad if your friend liked someone else?	31	6(19%)	12(39%)	18(58%)	12(39%)	1(3%)	--

FIGURE 26.2: OSCAR'S JEALOUS

Question 1: How did Oscar feel about Maria going out with David?



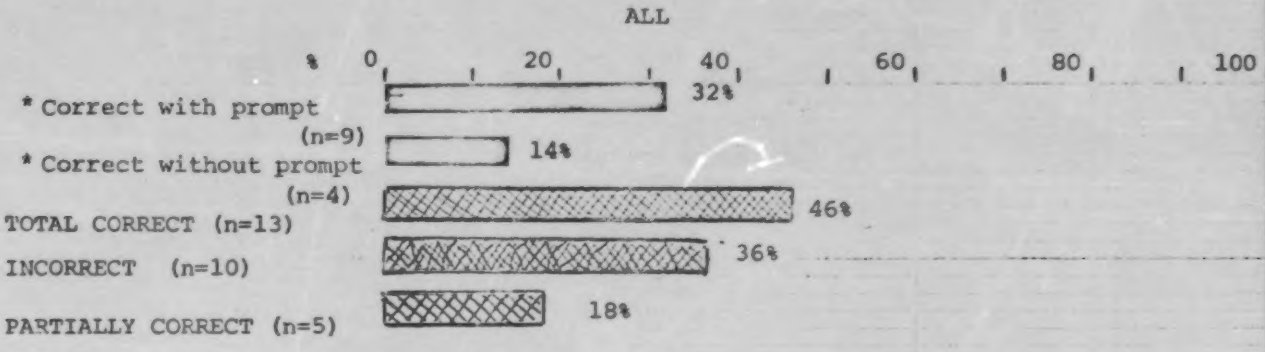
N=31 *Angry because Maria wasn't staying with him

Table 26.2: Response by Race and Sex

	Race^a		Sex^b	
Response	Black	White	Male	Female
Correct with prompt	4(31%)	3(20%)	3(18%)	6(43%)
Correct without prompt	9(69%)	12(80%)	14(82%)	8(57%)
TOTAL CORRECT	13(100%)	15(100%)	17(100%)	14(100%)
INCORRECT	0(0)	0(0)	0(0)	0(0)
PARTIALLY CORRECT	0(0)	0(0)	0(0)	0(0)
B=13, W=15 M=17, F=14	^{a}Chi square=.05, df=1, NS ^{b}Chi square=1.30, df=1, NS			

FIGURE 26.3: OSCAR'S JEALOUS

Question 2: What did Maria say being jealous meant?



N=28

*That you like someone and get mad if they like anyone else at all.

Table 26.3: Response by Race and Sex

	Race[a]			Sex[b]	
Response	Black	White		Male	Female
Correct with prompt	4(31%)	4(31%)		5(31%)	4(33%)
Correct without prompt	3(23%)	1(8%)		2(13%)	2(17%)
TOTAL CORRECT	7(54%)	6(39%)		7(44%)	6(50%)
INCORRECT	5(38%)	4(30%)		6(38%)	4(33%)
PARTIALLY CORRECT	1(8%)	4(30%)		3(19%)	2(17%)
B=13, W=13 M=6, F=12	[a]Chi square=2.91, df=3, NS [b]Chi square=.14, df=3, NS				

FIGURE 26.4: OSCAR'S JEALOUS

Question 3: Have you ever been mad if your friend liked someone else?

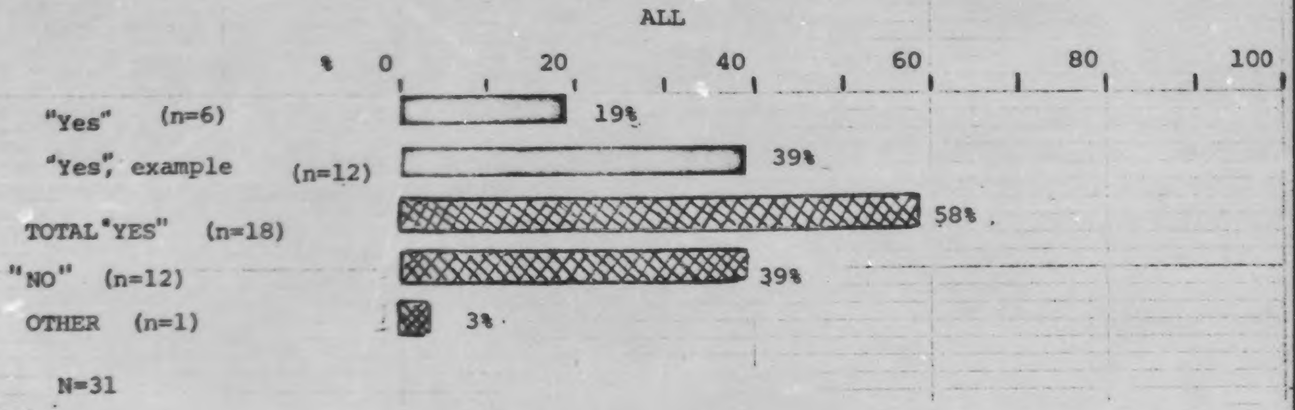


Table 26.4: Response by Race and Sex

	Race[a]			Sex[b]	
Response	Black	White		Male	Female
Yes	1(8%)	5(33%)		3(18%)	3(21%)
Yes, example	6(46%)	4(27%)		7(41%)	5(36%)
TOTAL YES	7(54%)	9(60%)		10(54%)	8(57%)
NO	6(46%)	6(40%)		7(41%)	5(36%)
OTHER	0(0)	0(0)		0(0)	1(7%)
B=13, W=15 M=17, F=14	[a]Chi square=2.94, df=2, NS [b]Chi square=1.39, df=3, NS				

24 present the children's responses. The results shown in these figures and tables indicate that most of the children in this sample were familiar with feelings of jealousy and had a variety of ways of coping with jealousy. Some of their coping behaviors seemed to be more functional than others. A small group of children reported that they would respond to our hypothetical situation with aggression. Although these children were a minority (20% of the total response), it appears that it will be worthwhile for Sesame Street to continue presenting a variety of more positive ways of coping with jealousy.

Thirty-one children answered questions after watching Oscar's Jealous. They ranged in age from 42 to 74 months, with a mean age of 58.52 months (see Table 4 for a more detailed description of the sample). After watching the show, four (14%) of the children were able to say what being jealous meant without prompting. Five of the children (18%) were able to give partially correct answers; that is, they labeled the affect correctly, but their definitions were not totally correct. With prompting (i.e, hearing the multiple choice alternatives), 46% of the children were able to choose the correct answer. However, another 36% of the children were still unable to define jealousy as Maria had in the bit.

After viewing the show, about 26% of the children said "Yes" after a question as to whether they had been mad if their friends liked someone else, but they didn't elaborate. Forty percent of the children gave examples of jealousy from their own experiences, and another 40% said that they had never felt this way.

Seventy-one percent of the children recognized that Oscar was upset about Maria going out with David without any prompting; 29% recognized the correct answer when they were prompted with the multiple choice alternatives.

Thus, comprehension of the plot of this bit was high, although comprehension of the abstract concept "jealousy" was much lower.

4.3e Summary and Conclusions

The results indicated that the children interviewed understood and empathized with the feelings of jealousy. However, their understanding of the general concept of jealousy is poor. It is also apparent that future bits which label jealousy and present clear, positive ways of coping with jealousy would aid the children in dealing with these feelings.

Overall Summary and Conclusions: Basic Emotions

All four of the basic emotions bits appear to have been successful at holding the attention of the viewers.

Comprehension of the plots or storylines of the basic emotions bits was on the whole quite good. As can be seen from the figures and tables summarizing the children's responses, there is a difference between the number of children who are able to answer the open-ended questions correctly and those who needed prompting, although it is impossible to determine whether this is the result of the fact that the children may have a problem producing correct answers, or that they just don't know them. The children were best able to remember the concrete details of the plots; however, they were sometimes confused by the character's feelings and motivations. Although they recognized affect such as happy, sad, mad, they were unable to desceribe more complex motivations and relate them to feelings and behaviors.

This may simply be the result of the fact that the children are too young. Fesbach (1973) and Deutsch (1975) found that children's recognition of basic emotions such as happy, sad, mad, or angry do appear earlier than their recognition of more complex emotions. It appears that when the children are unable to comprehend or apprehend the more complex feelings and motivations of the characters, they simply supply the best reasons they can think of. These motivations are usually very concrete; e.g. Frankie wasn't wearing his glasses because he didn't want to wear them, or eating ice cream made the Count feel better.

4.4 Stereotyping: Women Can Be

Pre-viewing Questions

Thirty-one children were asked pre-viewing questions about their ideas about the kinds of jobs or roles that men and women can hold. Their open-ended responses were coded into five categories: stereotyped, non-stereotyped or androgynous, family role, mixed -- worker and family, and irrelevant or fantasy responses. Stereotyped roles included responses such as teachers, shoppers, bus monitor, waitress, and cook.

Non-stereotyped or androgynous roles included responses such as doctor, nurse, or mixed responses which included those responses where the child was unable to separate the family and work roles; e.g. "work and take care of children," or "work and be a mommy or a daddy." Irrelevant or fantasy responses included personal references to the home situation, or responses relevant to TV, etc., such as "Beat children" or "Kill people." Comparison of the two graphs showing responses to the questions: "What are some things men can be?" (Figure 27.2 and Table 27.2) and "What are some things women can be?" (Figure 27.1 and Table 27.1) shows that the modal response for things that women can be fell into the family role category. The modal response for things that men can be fell into the stereotyped job category.

Most of the jobs happened to be occupations that their fathers held or highly visible male-dominated occupations such as policemen or firemen. A number of the children (1%) reported that men "go to work." However, 21% of the children also reported that men have mixed roles; e.g. go to work and play with the children.

Thirty of the children were also asked about some of the things that men and women can be. Their responses are summarized in Table 28 and Figure 28. Most commonly mentioned were hospital worker, make money, storekeeper, doctor, nurse, and bus driver.

Post Viewing Questions

Twenty-nine children were questioned after they had seen Women Can Be. The children were first asked: "What did the women say in the song? What did they say women can be?" "Cook or baker" topped the list. Next was "Go to the moon, rocketship lady, blow it up." Their responses listed in Table 30 clearly indicate that the children's attention was captured by things which were strikingly presented or which were already familiar to them. The attempt to counter stereotypes by presenting the stereotype and then presenting a new occupation that could be built from the old skills was clearly a failure. The children's responses indicate that they remembered best what they already knew.

The children were next asked: "What are some other things women can be?" Their responses are grouped by the frequency of times they were mentioned. As Table 31 shows, for things that women can be ("Mother," "Mommy," "Take care of babies," "Kids," "Grandmother," "Women"), responses that are related to the family role of women were mentioned most frequently. Next came a list of tasks that women traditionally perform in the home: "Clean, vacuum, wash dishes, sweep," followed by the sex-typed role of pre-school teacher. "Cook" was also mentioned by five children. Other work roles were mentioned much less frequently.

As Table 31 shows, the most frequent response to things men can be was "Work." Next came a list of specific work roles. The variety of roles mentioned for men was also much larger than that mentioned for women. The children were finally asked: "What are some of the things both men and women can be?" "Nurse" was the most frequently mentioned role. The children have been exposed to both male and female nurses. "Drivers" was the next most commonly mentioned occupation. The lack of variety of things mentioned that both men and women can be suggests that the children have indeed compartmentalized roles into things that men do and things that women do. Clearly, there is room for Sesame Street to present materials showing both men and women in a variety of roles.

A subgroup of children was asked a few additonal questions about the roles of men and women. The children were first asked: "Do you know what a job is?" Ten of the twelve children responded that a job was "work," "when men and ladies go to work." The children were also asked "What kind of jobs do men do?" and "What kind of jobs do women do?" Their responses listed verbatim are:

Men

--Work
--Bang nails, bus driver, policeman, rocket.
--They fix houses, make schools, doors, tables, chairs.
--Work in a store, taxi driver.
--Work on cars, work with other men.
--They work, fireman, be putting out the fire...they can be policemen.
--Sweep, cook, and stay home.
--Make money. (How?). Make curtains, my uncle does, make mattresses, they make shoes and socks.
--Work at Springfield like my Dad, works on books and papers.
--Dig holes, build houses, build a bridge.
--Work.

Women

--Don't know.
--Girl in a store, girl in a bakery, policeman.
--They do work at school, work for kids, they beat them.
--Bus monitors, mothers.
--Don't know.
--They go to the hospitals and work.
--Typing, sweep at home, cook.
--They work, I don't know.
--Astronauts
--Make chains, teachers, baby sitters, nurses.
--No response

FIGURE 27.1: WOMEN CAN BE PRE - VIEWING

Question 1: What are some things women can be?

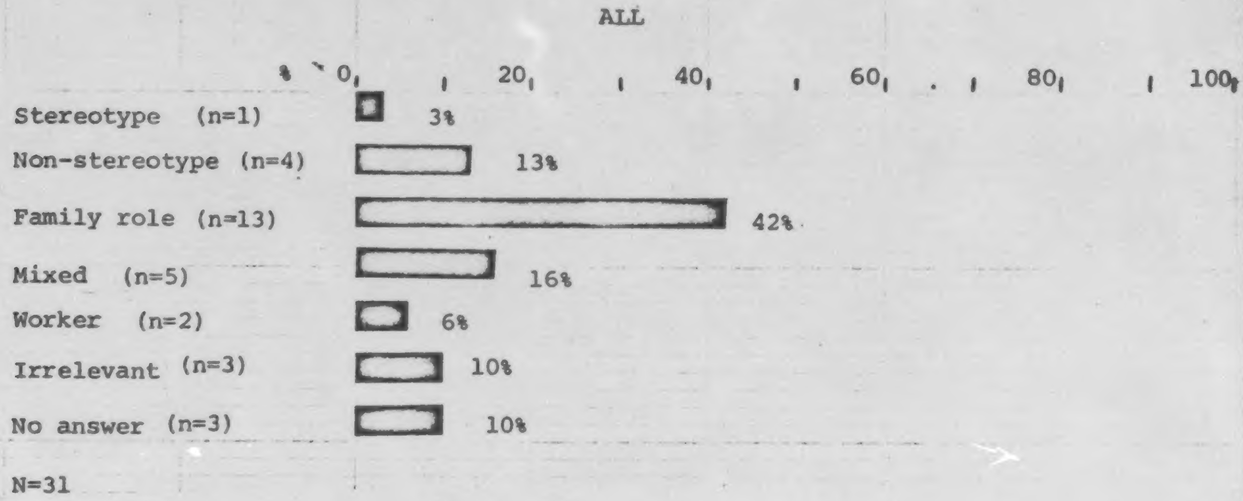


Table 27.1: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Stereotype	1(7%)	0(0)	0(0)	1(6%)
Non-stereotype	2(14%)	2(15%)	1(7%)	3(19%)
Family role	5(36%)	5(38%)	6(46%)	7(39%)
Mixed	1(7%)	3(23%)	1(8%)	4(22%
Worker	1(7%)	1(8%)	1(7%)	1(6%)
Irrelevant	2(14%)	1(8%)	2(13%)	1(6%)
No answer	2(14%)	1(8%)	2(13%)	1(6%)
B=14, W=13 M=13, F=18				

[a] Chi square=2.63, df=6, NS

[b] Chi square=3.84, df=6, NS

FIGURE 27.2: WOMEN CAN BE
PRE - VIEWING

Question 2: What are some things men can be?

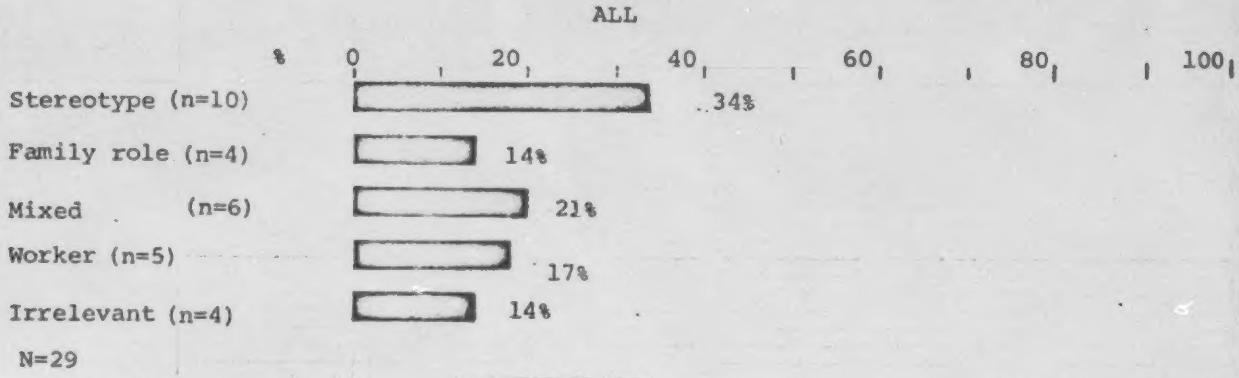


Table 27.2: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Stereotype	4(31%)	5(41%)	3(25%)	7(41%)
Family role	2(15%)	1(8%)	3(25%)	1(6%)
Mixed	2(15%)	3(25%)	2(17%)	4(24%)
Worker	2(15%)	2(16%)	1(8%)	4(24%)
Irrelevant	3(23%)	1(8%)	3(25%)	1(6%)
B=13, W=12 M=12, F=17	[a] Chi square=1.60, df=4, NS [b] Chi square=5.36, df=4, NS			

FIGURE 27.3: WOMEN CAN BE
PRE - VIEWING

Question 3: What are some things men and women can be?

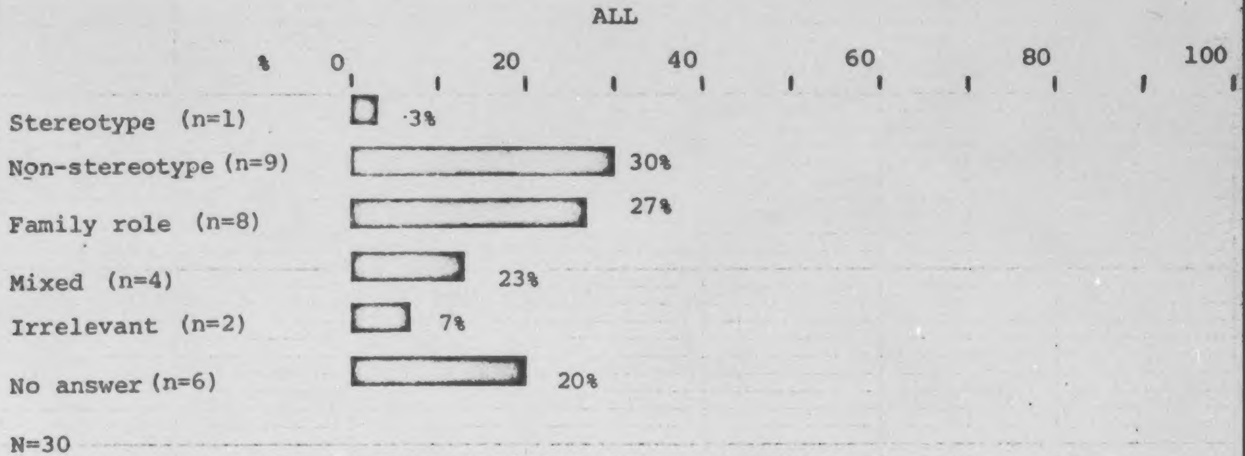


Table 27.3: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Stereotype	0(0)	1(8%)	0(0)	1(5%)
Non-stereotype	4(28%)	5(38%)	3(25%)	6(33%)
Family role	5(35%)	2(15%)	3(25%)	5(28%)
Mixed	2(14%)	1(8%)	2(17%)	2(11%)
Irrelevant	2(7%)	0(0)	1(8%)	1(6%)
No answer	2(14%)	5(31%)	3(25%)	3(16%)
B=14, W=13 M=12, F=18	[a]Chi square=4.36, df=5, NS [b]Chi square=1.35, df=5, NS			

TABLE 28
PRE-VIEWING

Examples of things mentioned at least once

Women Can Be	
Mother, mommy, take care of babies, kids, etc., grandmother, women	12
Clean, vacuum, wash dishes, sweep	7
Teachers	5
Cook	5
Play, swim, etc.	5
Nurse	4
Doctor	2
Work	2
Tape recorder lady	2
Bus driver	2
Shop	2
Drive car	2
Witches	1
Bus monitor	1
Kill people	1
Grow big	1
Motorcycle girl	1
Taxi	1
Sing	1
Waitress	1

Men Can Be	
Work	9
Drivers, bus driver taxi driver	7
Play, bowl, baseball, etc.	6
Doctor	5
Daddy	3
A man	3
Policeman	3
Nurse	3
Cook, baker	2
Fireman	2
Teacher	2
Builder	2
Put kids to bed	1
Have gun and holster	1
Mover	1
Race car driver	1
Uncles	1
Waiters	1
Wash cars	1
Fix T.V.'s	1
Fly	1
Tape recorder	1
Study	1
Anything	1
Ice cream man	1
Roofer	1
Car work	1
Paint houses	1
Fix things	1
I don't know, or forget	6

Both Men and Women Can Be	
Nurse	6
Drive truck, bus, taxi	5
Don't know	4
Doctor	3
Anything	3
Make money, work	2
Teacher	2
Mommy and daddy	2
Cook	2
Buy things	2
Play	2
Put kids to bed	1
Go to school	1
Hospital workers	1
Waitress or waiter	1
Paint houses, chairs	1
Fix Christmas trees	1
Storekeeper	1
Get on bulls	1
Make pictures	1
Clean, etc.	1
Barber	1

Summary and Conclusions

Women Can Be appears to have confused the children by presenting mixed messages. Another bit which was not tested in this study, but which might be more effective, was the bit showing the lady architect. The woman in this piece spoke in language that the children should be able to understand, and illustrations of her work and the products of her work were clear and concrete. Although we did not test this bit for comprehension, it was similar in format to a number of bits that were tested in the formative evaluation of the new show, Vegetable Soup. The architect bit contained many elements which were found to be most successful in the "People's Jobs" segments tested in the Vegetable Soup evaluation.

It seems apparent that countering stereotypes may be a difficult goal to achieve with three to five year old children. They do not appear to have enough information at hand to understand what producers are trying to do, and they become confused by what might appear to them to be contradictory messages. Countering of stereotypes by showing the stereotype and then showing how it is wrong may be effective programming strategy for older children and adults, but it did not work for the children tested in this study, nor was it effective for the four to eight year old children who were tested in the Vegetable Soup Formative Evaluation (Graves and Nelson-Shapiro, 1975). Television bits and segments of this kind appeared merely to reinforce existing stereotypes.

The children's responses to the post-viewing questions "What are some things women can be?" "What are some things men can be?" and "What are some things both men and women can be?" are presented in Table 32. Although there is some overlap between the group that answered the pre-viewing questions, the amount of overlap is small (n=4). The results indicate that aside from

FIGURE 29.1: WOMEN CAN BE

POST - VIEWING

Question 1: What did the women in the song say women can be?

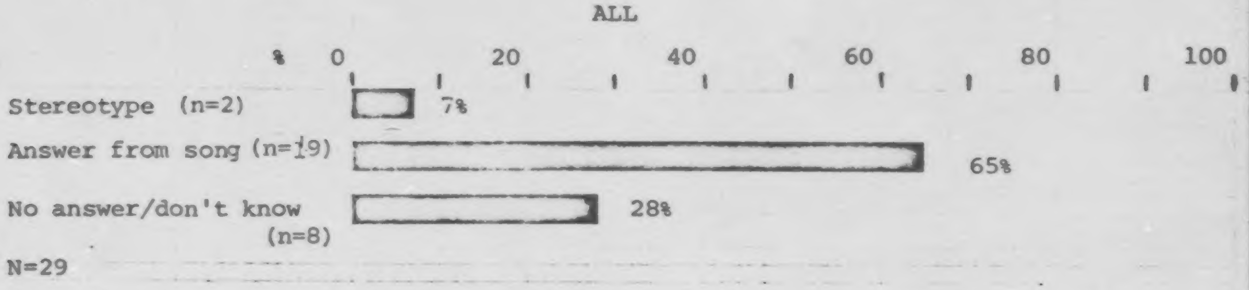


Table 29.1: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Stereotype	1(7%)	1(8%)	0(0)	2(17%)
Answer from song	9(64%)	10(78%)	12(76%)	7(50%)
No answer/don't know	4(29%)	2(15%)	4(24%)	4(33%)
B=14, W=13 M=16, F=13	[a] Chi square= .68, df=2, NS [b] Chi square= 3.04, df=2, NS			

raising a few stereotyped roles in the children's response hierarchies, Women Can Be had very little effect on the children's ideas about what men and women can be.

I recommend that the most effective approach for the children in Sesame Street's target group is likely to be presenting information to children in striking, clear, interesting, and unambiguous ways.

FIGURE 29.2: WOMEN CAN BE

POST - VIEWING

Question 2: What are some other things women can be?

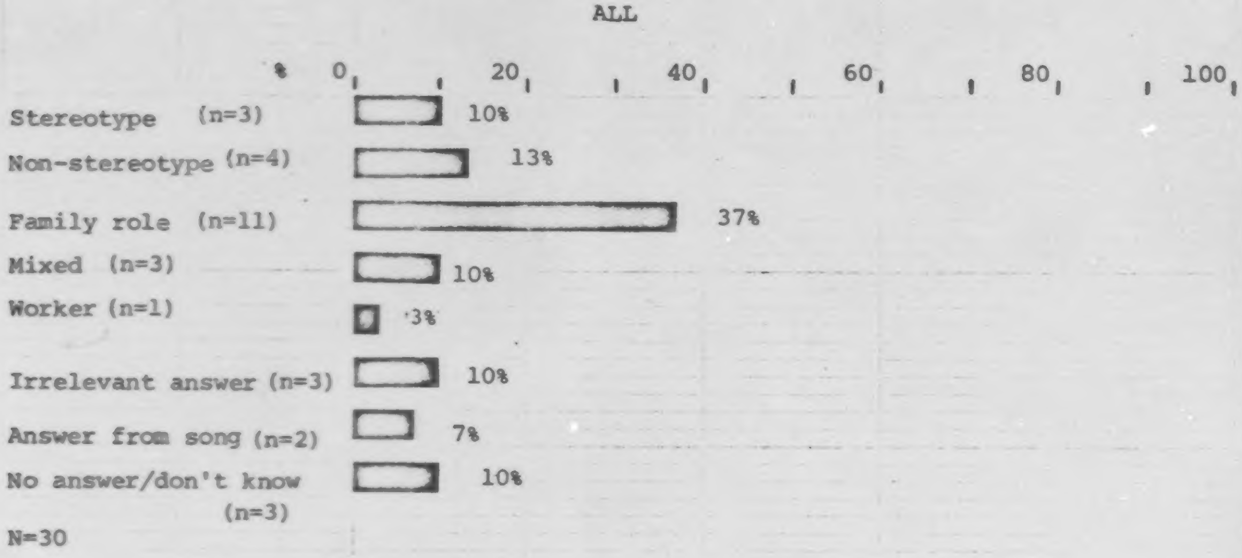


Table 29.2: Response by Race and Sex

Response	Race[a]		Sex[b]	
	Black	White	Male	Female
Stereotype	1(7%)	2(14%)	1(6%)	2(15%)
Non-stereotype	4(28%)	0(0)	2(12%)	2(15%)
Family role	8(21%)	7(50%)	5(29%)	6(46%)
Mixed	3(21%)	0(0)	2(12%)	1(8%)
Worker	0(0)	1(7%)	1(6%)	0(0)
Irrelevant answer	1(7%)	1(7%)	2(12%)	1(8%)
Answer from song	0(0)	2(14%)	2(12%)	0(0)
No answer/don't know	1(7%)	1(7%)	2(12%)	1(8%)
B=13, W=14 M=17, F=13	[a] Chi square=11.92, df=1, NS [b] Chi square=3.96, df=7, NS			

FIGURE 29.3: WOMEN CAN BE POST - VIEWING

Question 3: What are some things men can be?

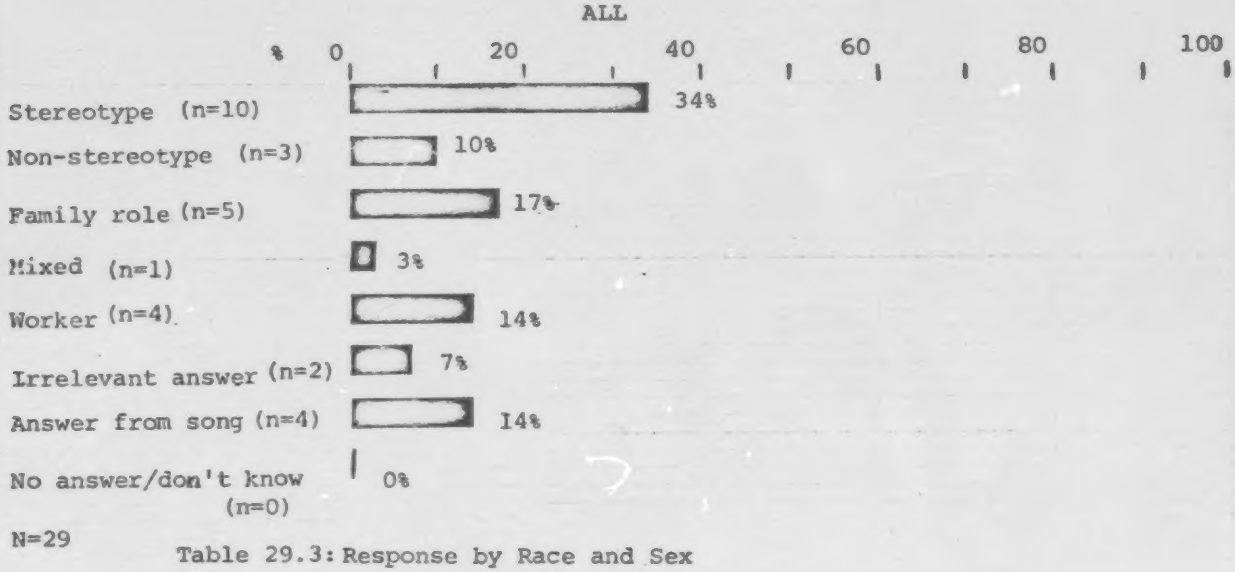
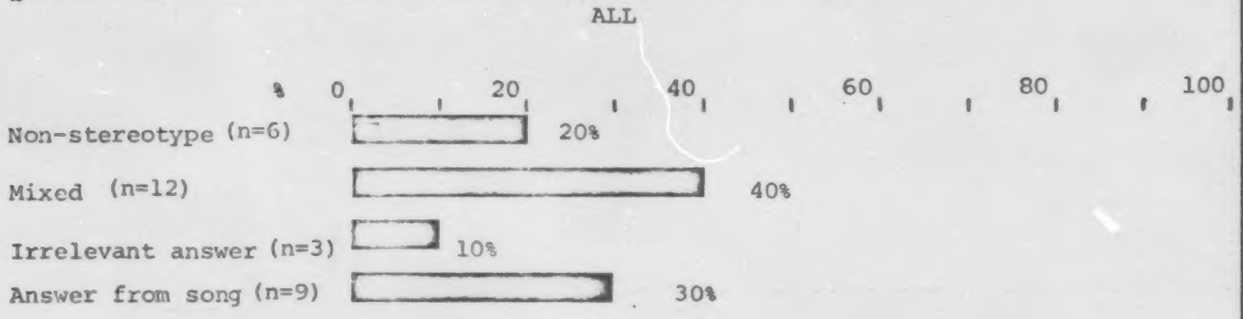


Table 29.3: Response by Race and Sex

	Race[a]		Sex[b]	
Response	Black	White	Male	Female
Stereotype	6(46%)	4(31%)	8(57%)	2(14%)
Non-stereotype	1(8%)	2(15%)	1(6%)	2(15%)
Family role	2(15%)	1(8%)	2(14%)	3(21%)
Mixed	0(0)	1(7%)	1(7%)	0(0)
Worker	1(8%)	3(23%)	2(13%)	2(21%)
Irrelevant answer	0(0)	2(15%)	0(0)	2(14%)
Answer from song	4(31%)	0(0)	2(14%)	2(14%)
No answer/don't know	0(0)	0(0)	0(0)	0(0)
B=14, W=13 M=16, F=13	[a] Chi square=9.04, df=6, NS [b] Chi square=6.90,df=6, NS			

FIGURE 29.4: WOMEN CAN BE
POST - VIEWING

Question 4: What are some things both men and women can be?



N=30

Table 29.4: Response by Race and Sex

	Race[a]			Sex[b]	
Response	Black	White		Male	Female
Non-stereotype	2(14%)	4(29%)		4(25%)	2(14%)
Mixed	8(57%)	4(29%)		8(50%)	4(29%)
Irrelevant answer	1(7%)	1(7%)		1(6%)	2(14%)
Answer from song	3(21%)	5(36%)		3(19%)	6(43%)
B=14, W=14 M=16, F=14	[a]Chi square=2.5, df=3,NS [b]Chi square=3.21, df=3,NS				

TABLE 30
POSTVIEWING

Responses to: What did the women say in the song? What did they say women can be?

A cook, cook, cooker, baker	7
Go to the moon, rocketship lady, blow up	6
Bus driver	4
Lion tamer, kitty cat	3
A clown	3
Sing a song, sing and dance	3
Sewing	2
Teacher, teach you	2
Policeman	2
Wear cook hat and birthday hat	1
Taxi driver	1
Dog catcher	1
Mountain climber	1
Playing	1
Nurse	1
Work in bank	1
Work in a store	1
I don't know	8

*Most children mentioned more than one thing

The Target Jobs Mentioned	Frequency
Baker, cook	8
Space person, go to the moon	6
Bus driver	4
Lion tamer	3
Mountain climber	1
Surgeon/doctor?	0

TABLE 31

POSTVIEWING

What are some other things women can be?	
Clean up and wash the floor	5
Sing	5
Make supper, cook, a baker	5
Teacher	4
Doctor	3
Nurse	3
Wash dishes	2
Eat	2
Police ladies	2
Drink coffee	1
Make money	1
A mama	1
Do some papers	1
Play	1
A vampire, a monster, a wolf	1
Make flowers, write stories	1
Get married	1
Drive around	1
Tap dancer	1
Crossing gaurd	1
Bingo	1
Skate	1
Read books	1
Pretty	1
Rocket ship lady	1
Tape recorder lady	1
Ride a bike	1
Watch T.V.	1
Fire women	1
Shop	1
Wash hair	1
Bus driver	1
Car washer	1
Boss	1
Work	1

What are some things men can be?	
Go to work	5
Doctor	5
Play	3
Fireman	3
Don't know	3
Do money work	2
Eat	2
Teacher	2
Policeman	2
Baseball	1
A daddy	1
Look at T.V.	1
Shoot, kill	1
Make cigars	1
Bus driver	1
Read books	1
Rocket man	1
T.V. collection	1
Glassman	1
Bookman	1
Milkman	1
Sing	1
Bake cakes	1
Roofing jobs	1
Nurse	1
Go get food	1
Break down a house and pick up heavy things	1
Washer of cars	1
Boss	1
Shopper	1

What are some things men and women can be?	
Play	2
Dance	2
Go to work	2
Read	1
Eat	1
Doctor	1
Be on T.V.	1
Woman	1
Play piano	1
Go to church	1
Make food, cook	1
Go to school	1
Drive around	1
Go shopping	1
Make money	1
Paint house	1
Milk man	1
Milk lady	1
Cashier	1
Married	1
Help together	1
Nurse	1
Interviewing	1

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APPENDIX A

Descriptions of Centers

Toepfert Center - Holyoke - Barbara Cangro

The Headstart program occupied the basement of a run-down housing development in a poor, predominately Spanish neighborhood. Many of the children spoke only Spanish, and the center director was very accomodating in acting as an interpreter. The class situation was not very structured. but kept under contrd as the kids were a bit young; age range 4 years 0 months to 5 years and 9 months. There were two sessions, and testing took place in the office of the teacher, which afforded us relative privacy.

Appleton Center - Holyoke - Colleen Moriarty

Headstart occupied a few rooms in the bottom of a church (2nd Baptist Church) in a somewhat residential area of Holyoke. The children were predominately white with a few Spanish and one or two black children. As compared to other centers, the children appeared a bit quieter as a group. The age range of those tested was relatively young (3 years and 6 months to 5 years and 2 months). There were two sessions (morning and afternoon), and testing took place in the choir room which was off the main classroom.

College Street Center - S. Hadley - Nancy Donovan

Headstart occupied a large room inside the First Congregational Church in South Hadley. The classroom situation seemed more structured than the other Holyoke affiliates, but the age range was a bit higher (4 years and 1 month to 5 years and 5 months). Activities generally took place in groups, with two or three different things going on at once. There were no black children in attendance and only a handfull were Spanish. Testing took place in the choir room which was an ideal setting with no distractions.

649 State Street - Springfield - Sheila Palmer

Headstart occupied a large room on the second floor of the First Baptist Church in Springfield. The children were all black with an age range of 4 years and 3 months to 5 years and 2 months. The classroom situation seemed to be quite structured, but not very well controlled. The teacher was not very accomodating in helping us to become situated. Testing had to be done in the school gym which was located on the bottom floor. There were many distractions because of toys and gym equipment in sight during viewing and often other children would walk in and out.

741 State Street - Springfield - Gwynn Smith

Headstart occupied a double room on the first floor of a church in Springfield. The children were all black and the classroom was seemingly well structured and under control. The children viewing the tapes were among the oldest group tested (age range 5 years and 4 months to 6 years and 2 months). Testing took place in an empty room on the main floor with very little disturbance.

721 State Street - Springfield - Marion Collins

This class was one of many situated in the main Headstart headquarters in Springfield. Due to a lack of space, the children being tested were taken to the church at 741 State Street and tested under the same conditions. The class was predominantly black with one Spanish child; the age range was from 3 years 10 months to 5 years and 2 months.

APPENDIX B: Instructions for Interviewing Children

1. Find out from the teacher how many children are present who have the Parent Permission form completed.

2. Test run the equipment before you round up the children.

3. Pick four children from the group who have the signed forms. If possible, try to get a racial, age, and sex mix of children. (Half boys, half girls; as many different races as possible). Introduce yourself before you leave the classroom. Introduce the other interviewers to all of the children. Explain to the children that they can go back to class if they get tired.

4. Make sure the children are comfortable at all times. Before showing any of the segments, tell the children what we are doing. We want to show them parts of a television show. We would like to know what they do like about the bit and what they don't like so that we will be able to make a really good TV show. We also want to find out what they remember about the things they have seen.

5. Some children feel anxious about giving "right answers". Assure the child that we are interested only in what she/he thinks. Periodically reassure and encourage the children by saying "That's a good answer" "You're really helping me a lot." etc

6. After the show break into groups and be sure to stress that we just want to know what they think about the show they saw and what they remember.

7. Ask the Post viewing questions. Try to write as much information down as possible.

8. KEEP IT MOVING AT ALL TIMES.

9. If the child appears restless or bored or unhappy, or asks to go back to the classroom, terminate the interview immediately and escort the child to the classroom.

10. When the session is over, thank all of the children for their help.

Instructions for Collecting Data

1. Be sure you give the child a little background on each bit until you think he or she seems to remember it. Do this for each bit to which you are asking questions, but not too much to give the whole story away. You want the children to come up with the answers by themselves.

2. Write answers to the attention data as concise and complete as possible. Remember to fill in the information on the bottom of the attention data sheet including child rating. Choose one of the numbers from the rating scale per child.

3. Be sure to record everything the child says for the question interview section.

4. Ask all questions as if they are open-ended to see what the child says on his/her own. Encourage the child to answer by using non-directive prompts such as:
   "Can you tell me anything at all about ______?"
   "Can you tell me anything else?"
   When you are sure that the child isn't going to say anything else, or if the child has failed to respond or said "I don't know", present the multiple choice alternatives (slowly). Circle the child's choice on your answer sheet and write down any additional comments the child might have.

5. Be sure to get your code of odd or even for the day. If your code is even for the day, ask only the even numbered questions for all information in your packet. If your code is odd for the day, ask only the odd numbered questions for all information in your packet.**

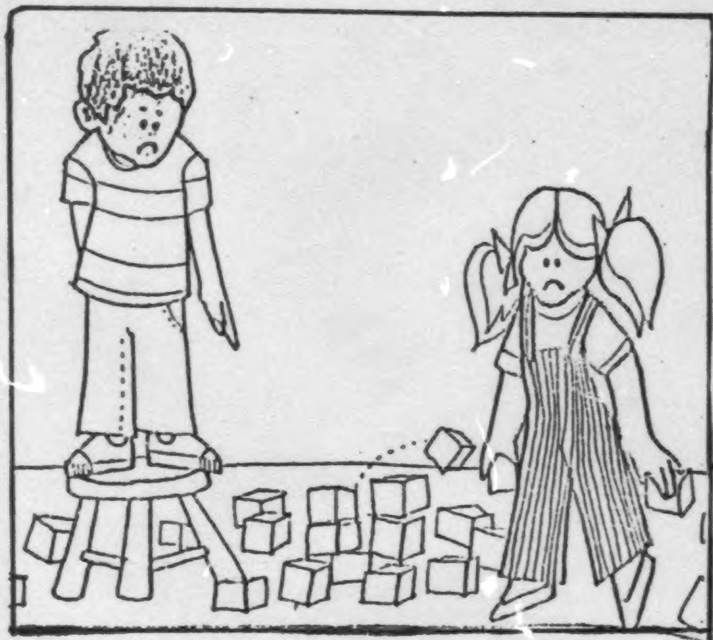
6. If the child says "I don't know", record that verbatum. If the child fails to answer or shrugs, record that, i.e. write didn't respond. DO NOT leave any blank spaces. In data analysis, I will distinguish between a No Response and an I Don't Know. I won't be able to do anything with a blank space.

7. Be sure to record the child's entire response to open-ended questions before reading off the multiple chioce responses. Use any available space under the question to write.

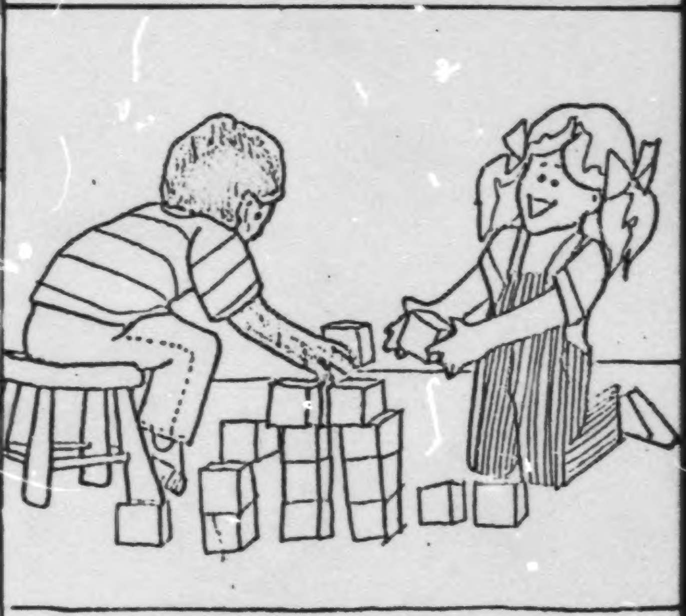
**#5 was abandoned after the first few days of testing when we became aware that the children would respond to nearly all questions.

APPENDIX C

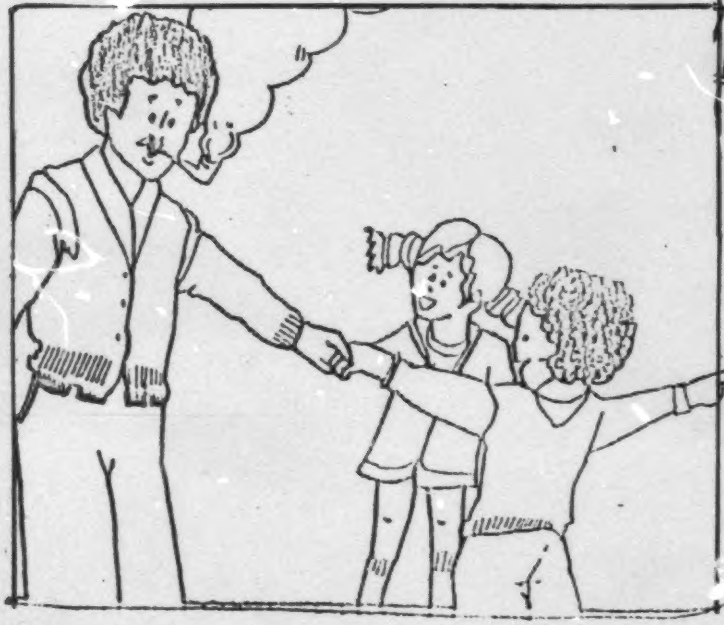
① What would you do if you were trying to do something and it just wouldn't work, or you just couldn't get it right? Would you .....



Just Give Up and Be Sad

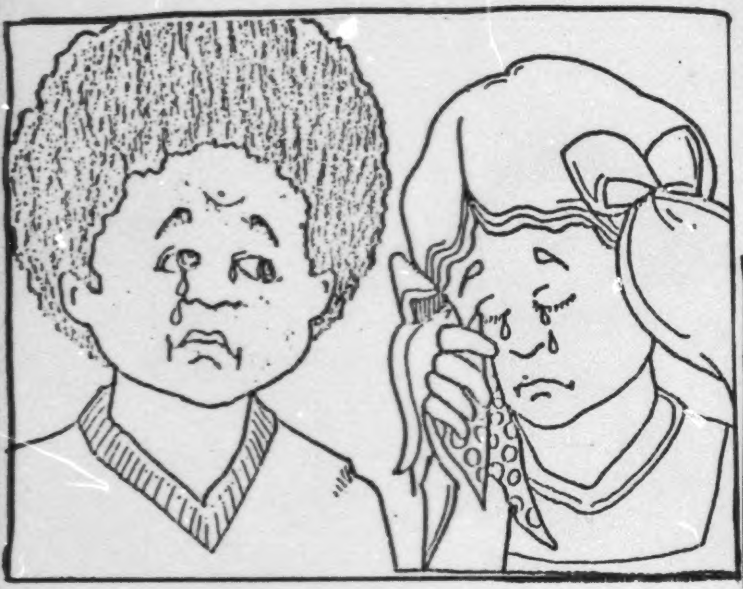


Keep On Trying and Start Over Again

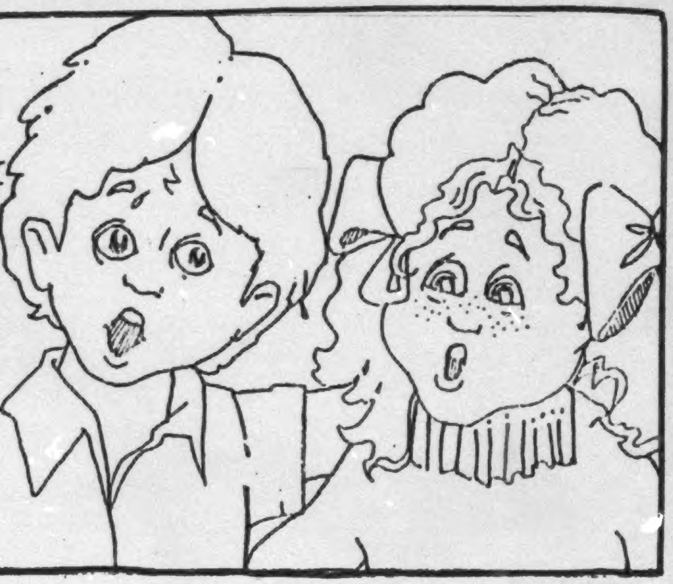


Go Get A Grown Up to Help

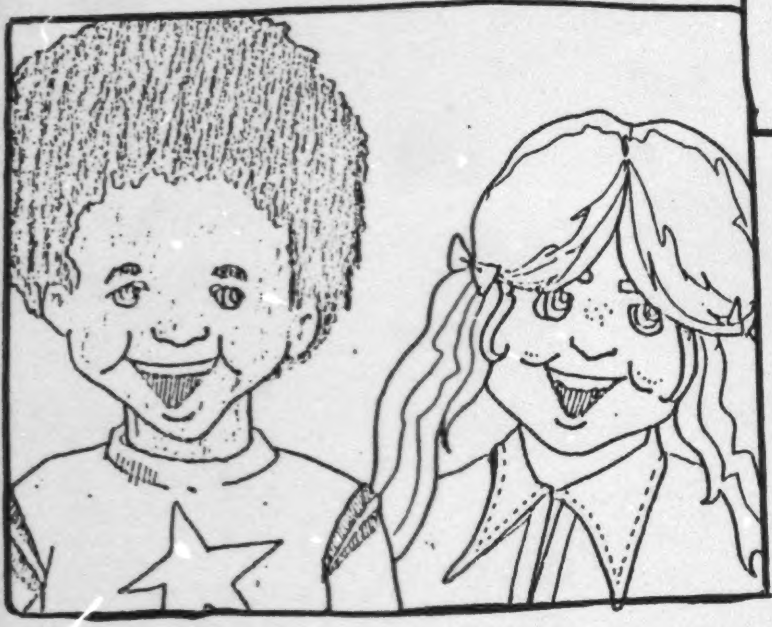
② How do you feel when you do a bad thing?



Sad

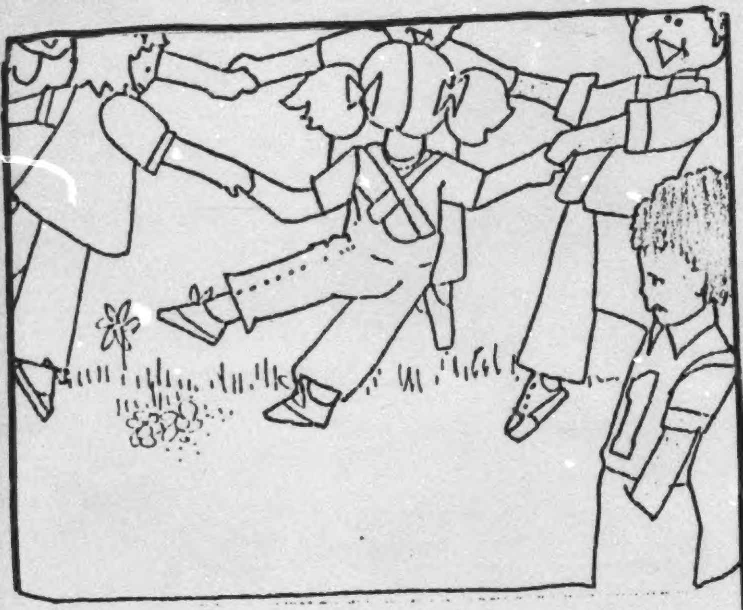


Worried

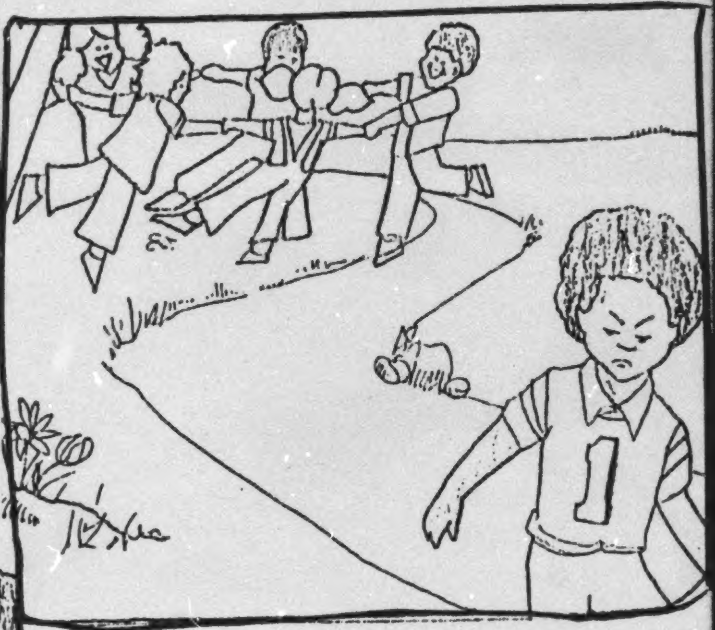


Happy

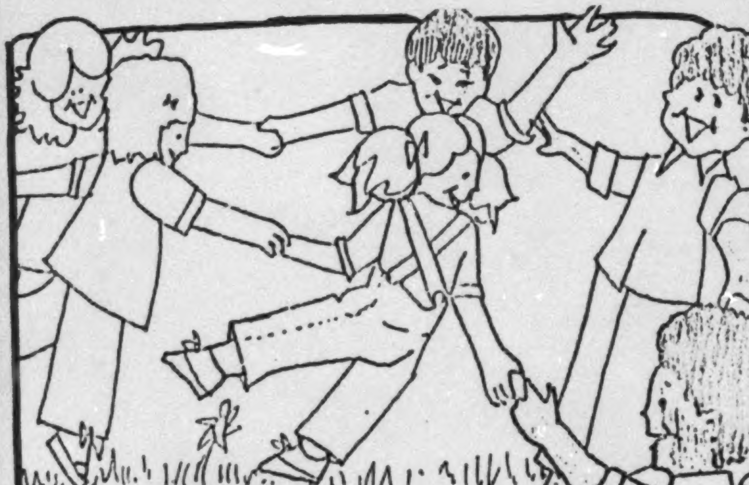
③ What would you do if a new kid came and wanted to play with you?



Ignore Him

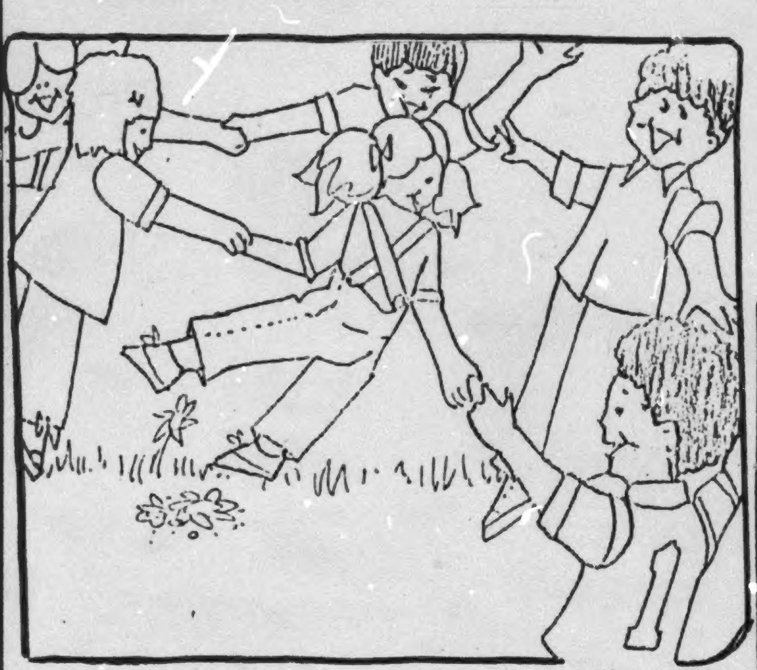


Tell Him to go Away

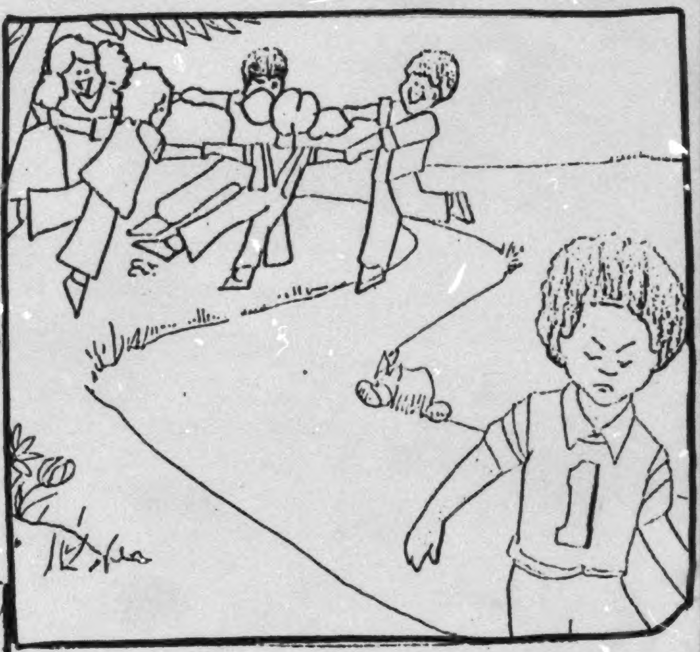


Ask Him to Play Too

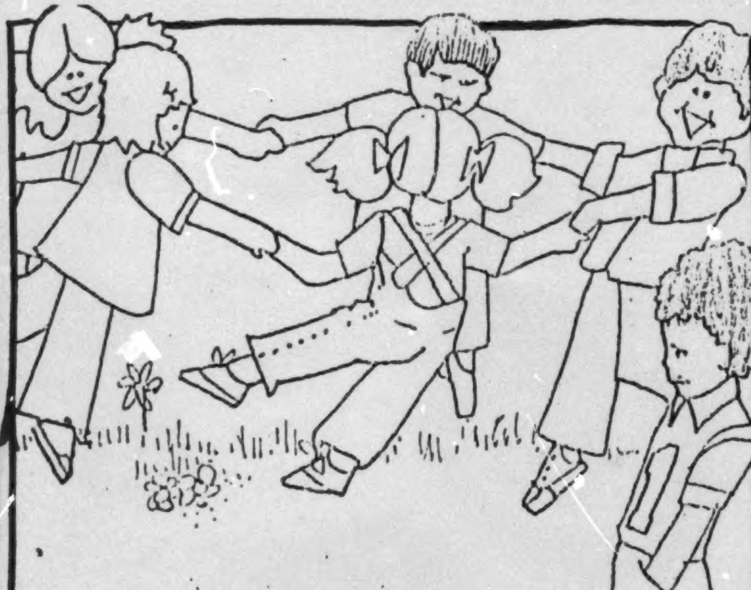
④ If you saw a group of kids you didn't know playing and you wanted to play too, what would you do?



Ask to Play Too

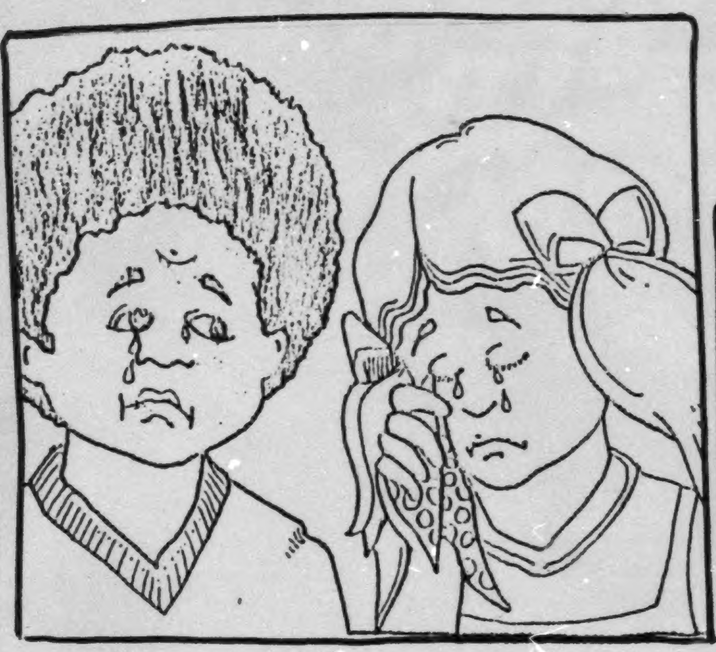


Go Away

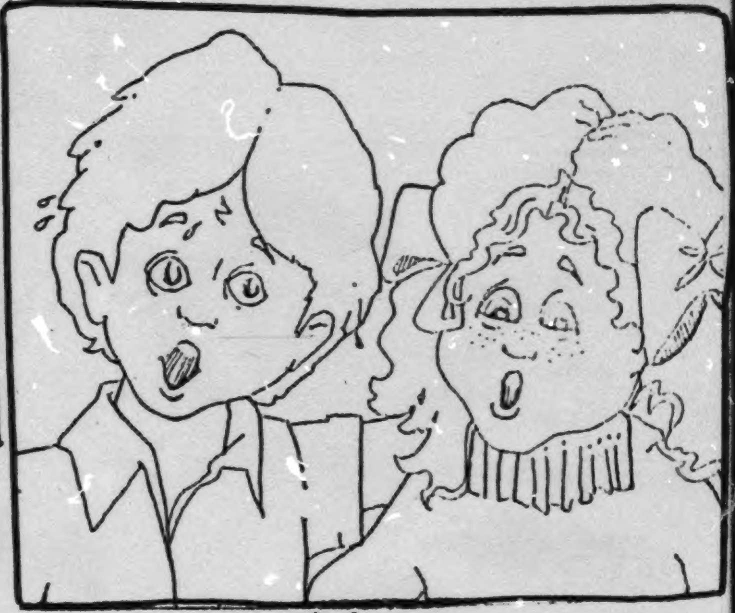


Just Stand Around and Watch

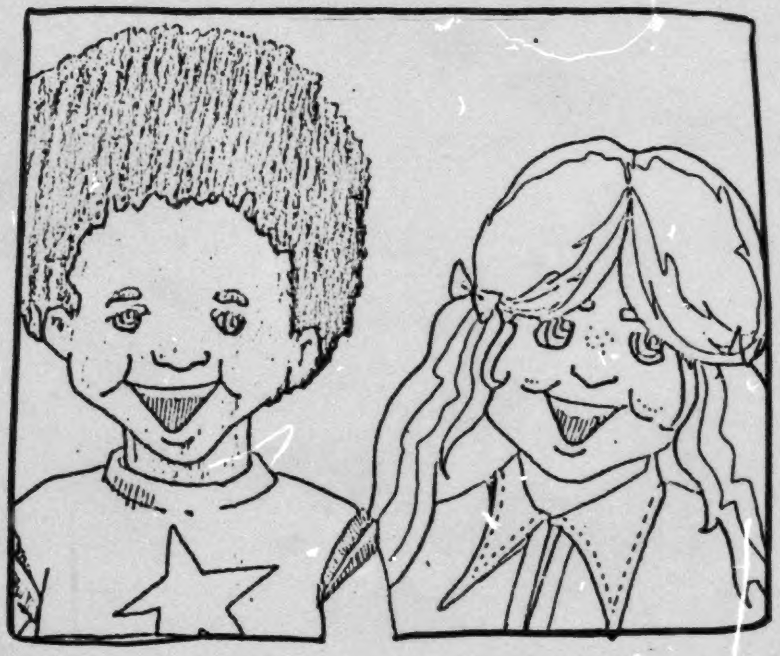
⑤ How do you feel when you are really good at doing something?



Sad

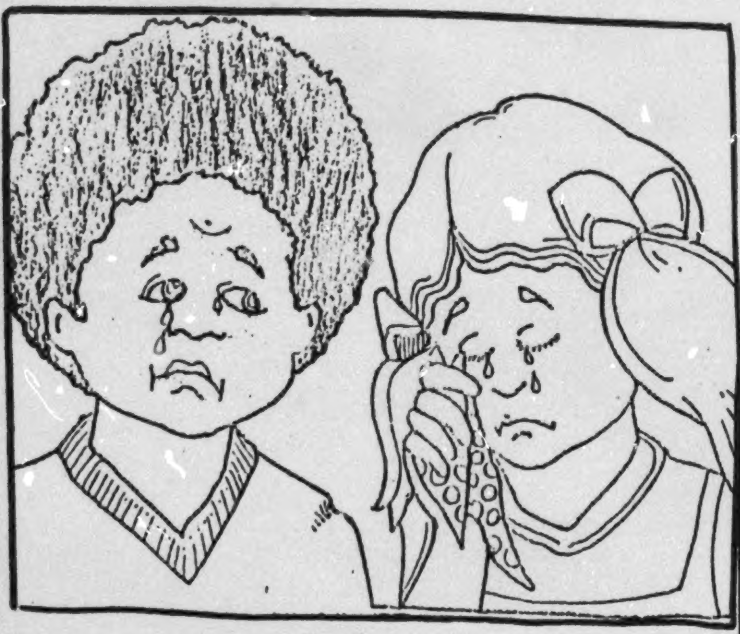


Worried

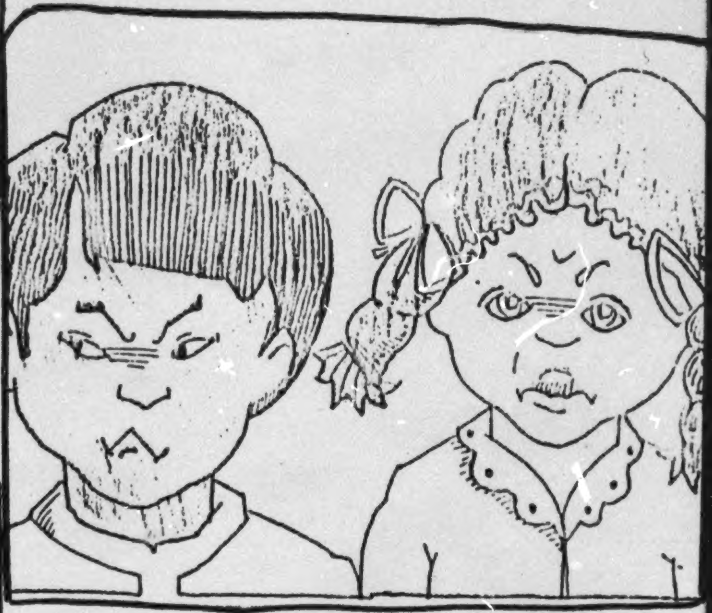


Happy

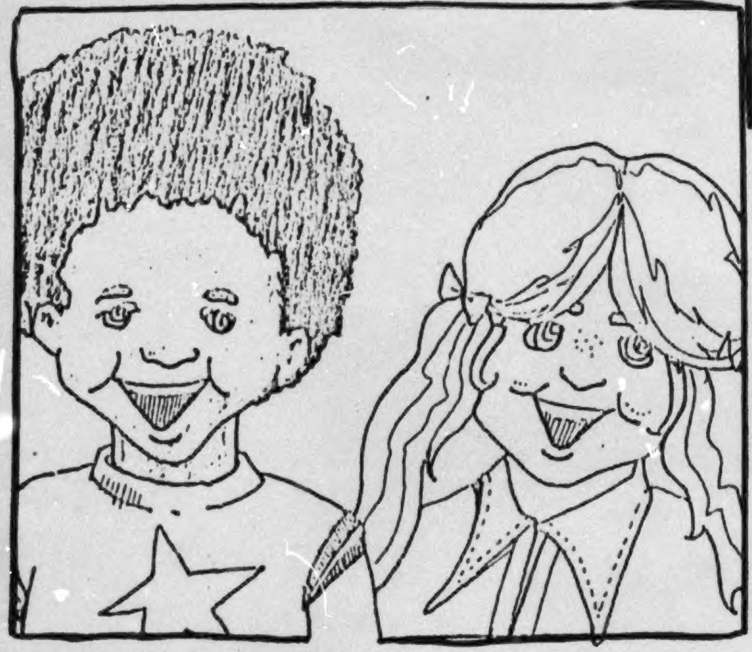
⑥ How do you feel when people say they like you?



Sad

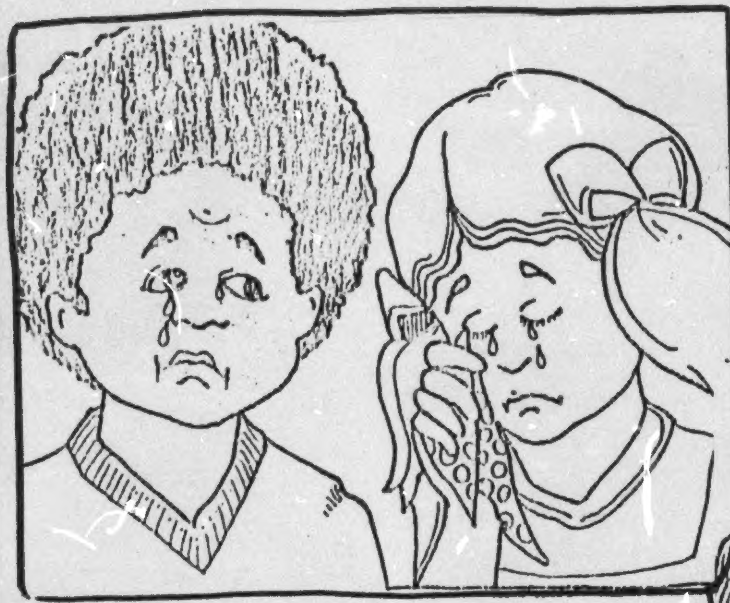


Angry

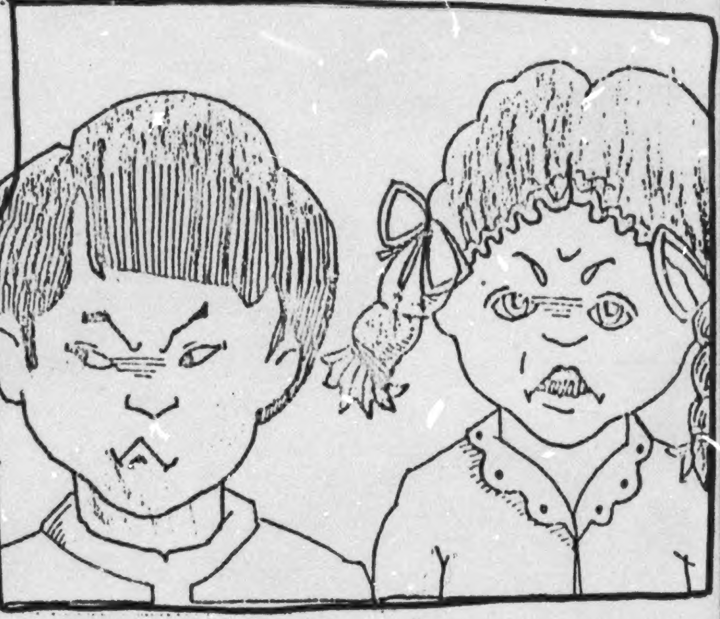


Happy

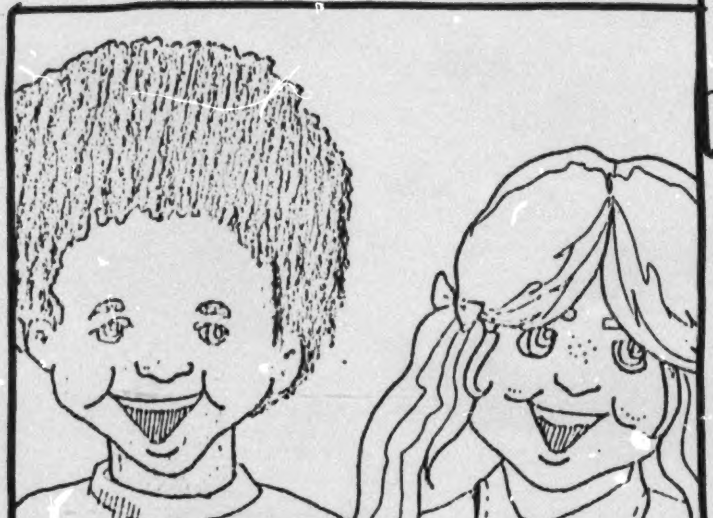
⑦ How do you feel when somebody says something nice about you?



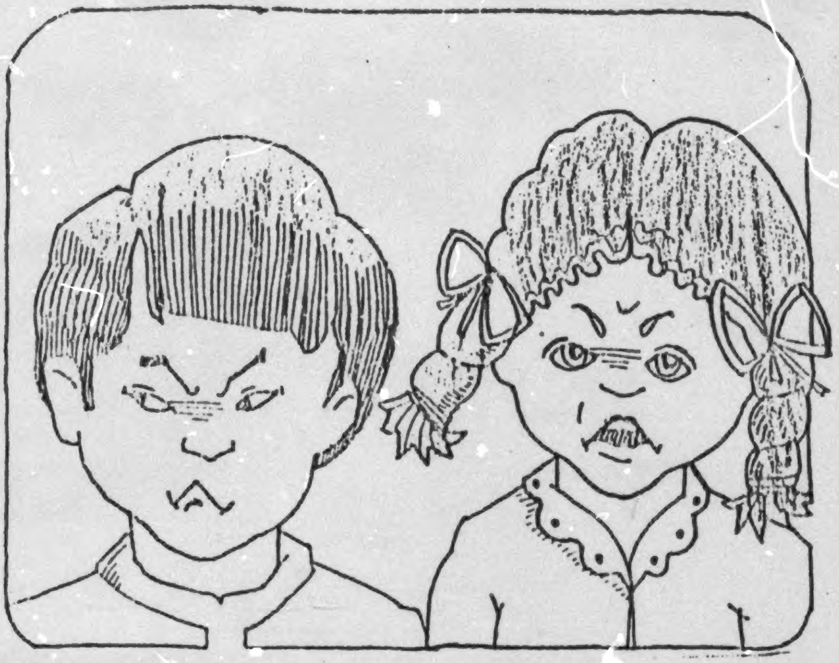
Sad



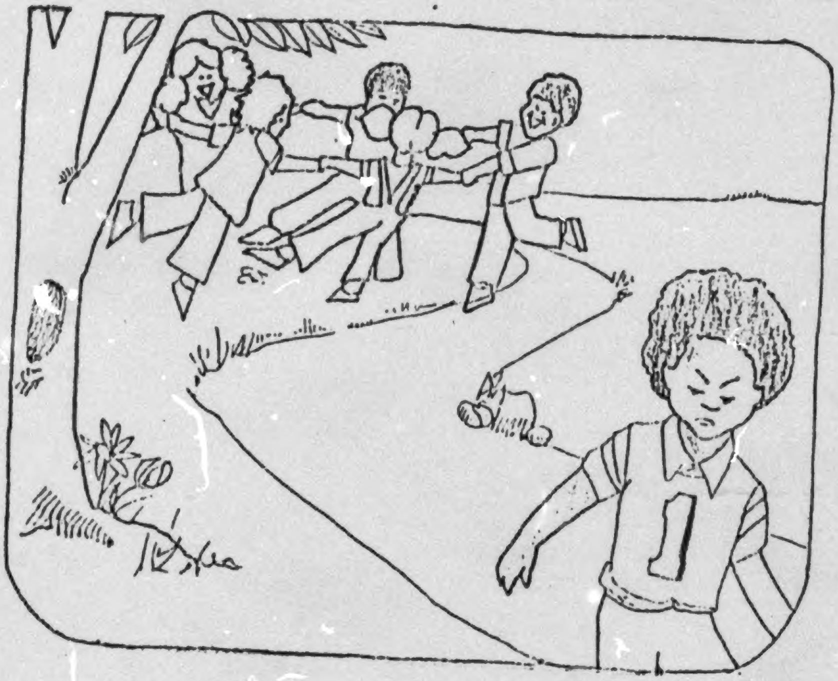
Angry



Happy



⑧ Have you ever felt jealous (or liked someone and got mad if they liked anyone else)?



⑨ Have you ever been mad if your friend liked someone else? Tell me more about it.

APPENDIX D

Sesame Street Social Goals Project

Interviewer ______________ Code _________

Center ____________________

Date ______________________

Child ____________________ Age _________

Sex ________

Tape I

Subject #______

Warm-up Questions

1. What are your favorite TV shows?

2. Who are your favorite people on TV?

Answer Sheet to General Questions with Pictures

First record answers to open-ended responses. Then read multiple choices and pointing to the pictures as you read.

1. What would you do if you were trying to do something and it just wouldn't work or you just couldn't get it right?

   a. just give up and be sad
   b. go get a grown up to help
   c. keep on trying and start over again

2. How do you feel when you do a bad thing?

   a. sad
   b. worried
   c. happy

3. What would you do if a new kid came and wanted to play with you?

   a. ignore him
   b. tell him to go away
   c. ask him to play too

4. If you saw a group of kids you didn't know playing and you wanted to play too, what would you do?

   a. ask to play too
   b. go away
   c. just stand around and watch

5. How do you feel when you are really good at doing something?

   a. sad
   b. worried
   c. happy

6. How do you feel when people say they like you?

   a. sad
   b. angry
   c. happy

Answer Sheet to General Questions (cont)

7. How do you feel when somebody says something nice about you?

   a. sad
   b. angry
   c. happy

8. Have you ever felt jealous (or liked someone and got mad if they liked anyone else)?

9. Have you ever been mad if your friend liked someone else? Tell me more about it.

Herry The Joiner

Part I

1. What were Bob and the kids doing when Herry Monster came along?
   - a. eating lunch
   - b. playing baseball
   - c. playing kick the can

2. What did Herry Monster want to do?
   - a. go to the park
   - b. each lunch
   - c. play kick the can with them

3. Why didn't they want Herry Monster to play with them?
   - a. because he was too small and weak and he wouldn't be able to kick the can
   - b. because he didn't know how to play the game
   - c. because he was too big and strong and would kick the can too far

4. What kind of can did Herry Monster get?
   - a. a can of vegetables
   - b. a very little can
   - c. a large garbage can with Oscar inside

Part II

5. What was Big Bird doing when Herry Monster came along?
   - a. reading a book
   - b. cleaning his nest
   - c. playing jump rope

6. What did Herry Monster want to do?
   - a. ride a bicycle
   - b. eat some ice cream
   - c. jump rope also

7. What happened when Herry Monster started to turn the rope?
   - a. he stole the rope and ran away
   - b. started jumping himself and didn't let anyone else pl
   - c. turned it too fast and Big Bird got tangled

Part III(cont)

Remember when Jay was playing basketball and Herry Monster came along.

8.What did Herry Monster want to do?
- a. go swimming
- b. eat some ice cream
- c. play basketball too

9.Did Jay want Herry to play basketball with him?

10.What happened when Herry Monster tried to blow up Jay's ball?
- a. he dropped the ball and it rolled away
- b. Oscar came and took the ball away
- c. The ball got really big and burst

Part IV

11.What game did David think of that Herry Monster could play?
- a. basketball
- b. hopscotch
- c. pick-up sticks

12.What kind of sticks did Herry Monster use to play the game?
- a. the little sticks that David had
- b. played with marbles instead
- c. went and got some big sticks

13.What would you do if a new kid came and wanted to play with you?
- a. tell him to go home
- b. make him stand around and do nothing
- c. ask him to come and play too

Women Can Be

1. What did the women say in the song? What did they say women can be?

2. What are some other things women can be?

3. What are some things men can be?

4. What are some things that either men or women can be?

Sesame Street Social Goals Project

Interviewer ____________________ Code _______

Center ____________________

Date ____________________

Child ____________________ Age _________

Sex _______________

Tape II

Subject # ______

Warm-up Questions

1. What are your favorite TV shows?

2. Who are your favorite people on TV?

Roosevelt Franklin: Days of the Week

1. How do you think Roosevelt Franklin felt when he told the girls the days of the week?
   a. just okay
   b. sad
   c. happy and proud

2. How do you feel when you are really good at doing something?

The Count Retires

Part I

1.What was the Count's job?

a. to bake pies
b. to work in a store
c. to count things

2.What mistake did the Count make?

a. he forgot his hat
b. he forgot the days of the week
c. he counted the same horses on the carousel over again

3.What did the Count do after he made his bad mistake of counting?

a. he ran away and never came back
b. he didn't really care about his mistake
c. he felt bad and decided to stop counting altogether

Part II

4.What did David do to make the Count feel better?

a. he took him for a ride
b. he read him a story
c. he let the Count show him how to count better

5.What happened in the end?

a. the count started naming the days of the week
b. the Count was still unhappy and went away
c. the Count started to count again and felt happy

New Ball in Town

1. What were the balls doing in the beginning?
   - a. jumping in a basket
   - b. standing still
   - c. just rolling around

2. Did one ball look different than the others? How was it different?

3. Did the different ball seem to be by itself?

4. What happened in the end?
   - a. the balls broke into little pieces
   - b. three balls went away and left the last one alone
   - c. all the balls were playing together

Roosevelt Franklin: Keep on Trying

1. Do you remember when Roosevelt Franklin and the kids were making up poems about things they couldn't do, but kept on trying. What were some of the things they did?

2. What happened when Susana Something tried to play checkers?
   - a. she gave up
   - b. she did something else
   - c. she kept on trying

3. What happened when Hard Headed Henry Harris tried to roller skate?
   - a. he gave up and tried to ride a bicycle
   - b. he started to cry
   - c. he kept on trying and now he can skate

4. What happened when Smart Tina was trying to grow tomatoes?
   - a. she thought her tomatoes wouldn't grow and gave up
   - b. she planted some corn instead
   - c. she kept on waiting and now has tomatoes on her plate

5. What happened when Baby Breeze was learning to swim?
   - a. he got it right the first time and had no trouble
   - b. he gave up and never learned
   - c. he kept on trying and finally learned it well

6. What did Roosevelt Franklin have to say about teaching his class?
   - a. he liked to teach his class very much
   - b. he went fishing
   - c. he gave up

7. Can you think of something you couldn't do, but kept on trying until you did? What was it? How did you feel?

8. (IF CHILD SAYS NO OR DOESN'T ANSWER #7) What would you do now if you weren't able to do something first?

Women Can Be

1. What are some things women can be?

2. What are some things men can be?

3. What are some things that either men or women can be?

Sesame Street Social Goals Project

Interviewer ____________________ Code ________

Center ____________________

Date ____________________

Child ____________________ Age ________

Sex __________

Tape III

Subject #________

Warm-up Questions

1. What are your favorite TV shows?

2. Who are your favorite people on TV?

Oscar's Jealous

1. How did Oscar feel about Maria going out with David?
    - a. happy because he didn't like Maria anyway
    - b. he didn't care
    - c. angry because Maria wasn't staying with him

2. What did Maria say being jealous meant?
    - a. that you're happy when a friend invites you to a movie
    - b. that you're sad when you can't go out and play
    - c. that you like someone and you get mad if they like anyone else at all

3. Have you ever been mad if your friend liked someone else?

Gordon's Song: A kid like you

1. How did Gordon's song make you feel?
   - a. lonely
   - b. happy and good
   - c. sad

2. How did you feel about yourself when you listened to Gordon?
   - a. yucky inside
   - b. just okay
   - c. good inside

3. How do you feel when somebody says something nice about you?

4. How do you feel when people say they like you?

Richard Pryor: Crowd

1. Do you remember the man who was making believe that he was two people talking to each other? What were they talking about?
    - a. the movies
    - b. ice cream
    - c. playing a game

2. Remember when he made believe that another person came along? What did that person want to do?
    - a. go to the library
    - b. watdh TV
    - c. play jump rope

3. What did the three pretend people do at the end?
    - a. ride bicycles
    - b. go to the zoo and hang around
    - c. go to the kid's house to play

4. Did you like the person in this part?

Big Bird is Bad

PartI

1. What did Big Bird do at Mr. McIntosh's vegetable stand?
    - a. bought a watermelon
    - b. knocked over all the oranges
    - c. stole a vegetable (zucchini)

2. How do you feel when you do a bad thing?

3. After he stole the zucchini, why did Bid Bird do all those things for Bad Barney?
    - a. he just liked helping people
    - b. he didn't have anything else to do
    - c. he was afraid that Bad Barney would tell on him

PartII

4. How did Big Bird feel after he had taken the zucchini?
    - a. good because he had a zucchini
    - b. mad because he really wanted an apple
    - c. bad because he thought Mr. McIntosh wouldn't like him anymore

5. Did Big Bird finally tell the truth? How did he feel then?

6. Did Mr. McIntosh still like Big Bird after he told the truth about stealing the zucchini?

Frankie "Four-eyes"

1. Why was Frankie missing the ball?

    a. he didn't know how to play baseball
    b. the wind blew the ball away
    c. he wasn't wearing his glasses

2. Why didn't Frankie want to wear his glasses?

    a. he left them at home
    b. they were broken
    c. he was afraid the kids would make fun of him

3. What happened when Frankie played ball with his glasses on?

    a. he missed the ball again
    b. he dropped the bat
    c. he hit the ball real far

Child_______________

Date_______________

Herry The Joiner

1. Why did David and Maria try to find a game that Herry Monster could play?

2. What happened when they tried to play a game with Herry?

3. Why didn't the other people, Bob, Jay, or Big Bird, want to play with Herry?

4. Would you like to play with Herry Monster? Why or Why not?

Women Can Be

1. Do you remember the jobs the women sang about like a surgeon, a lion tamer and others? (ASK SEPARATELY) Do men do this? Do women do this? Do they both do this?

   a) a surgeon
   b) a bus driver
   c) a baker
   d) a mountain climber
   e) a lion tamer
   f) a spaceman (go to the moon)

2. Do you know what a job is?

3. What kind of jobs do men do?

4. What kind of jobs do women do?

Center_______________

Child________________

Date_________________

Days of the Week

1. Do you know the days of the week?

2. How do you feel when you don't know something, like the days of the week?

3. How do you think the girls felt when they didn't know the days of the week? Why or why not?

4. Do you think the girls liked Roosevelt Franklin? Why or why not?

5. Did you like Roosevelt Franklin? Why or why not?

6. Do you know what pride means or what it is to be proud?

7. Have you ever felt proud of yourself? Tell me more about it?

---

8. When you do something bad, like take something that doesn't belong to you, what do you do to feel better?

9. Do you know what jealousy means or what it is to be jealous?

10. Have you ever been jealous? Tell me more about it.

Center____________

APPENDIX E

Attention Data Name of bit________________

Questions	Child A.__________	Child B.__________
1. Is the child attentive Inattentive?		
1b. Is the child participating with the bit?		
1c. Are there any obvious reasons for his/her reaction?		
2. Is there a point where the child's attention is either lost or caught?		
3. What partuicular things did the child respond to, if any? (e.g. a character, music, etc.)		

Ratings

5-Excellent-Attentive throughout bit, with participation
4-Very Good-Attentive, with little or no participation
3-Good------Fluctuating attentiveness; viewing 50% of the time
2-Fair------Child inattentive; viewing less than 50% of the time
1-Poor------Little or no attentiveness; viewing 25% of the time or less

Interviewer________________________
Center____________________________
Date_____________________________
Child A. rating____________________
Child B. rating____________________

MEMORANDUM

Children's Television Workshop

APPENDIX F

DATE:

TO:

CC:

FROM:

SUBJECT:

The following report comprises group observations recorded in the CTW Observation Laboratory. It is hoped that this information will be helpful, although we have been forced to limit these reports to attention data only because of the constraints of the testing situation.

In interpreting this data, please bear in mind that the samples used in the Observation Laboratory are much smaller than those used in our regular field studies and that some of the children may not be representative of our target audience. However, these reports are based on the assumption that there are basic similarities in the intellectual, social and affective development of most preschoolers, regardless of their socio-economic status.

Below is an explanation of the rating system used:

E - Excellent - children attentive and actively participating throughout segment.

VG - Very Good - children attentive throughout segment, but displaying little or no active participation.

G - Good - fluctuating attention, but children viewing at least 50% of the time.

F - Fair - children partially inattentive, viewing less than 50% of the time.

P - Poor - children mostly inattentive, viewing less than 25% of the time.

Show Observation Information Sheet

Questions to try and answer for each bit:

1) Are the children attentive? Inattentive?

   a) Are they participating with the bit?

   b) Are there any obvious reasons for their reactions?

2) Is there a point where the children's attention is either caught or lost?

3) What particular things did the children respond to, if any?(e.g. a character, music, etc.)

Ratings:

5-Excellent- Attentive throughout bit, with participation.

4-Very Good- Attentive, with little or no participation.

3-Good- Fluctuating attentiveness; viewing 50% of the time.

2-Fair- Child inattentive: viewing less than 50% of the time.

1-Poor- Little or no attentiveness; viewing 25% of the time or less.

To get the overall rating of the bit, add all the individual numbers,and divide by the number of children.

A. D. Leifer
1 April 1973
C.T.W.

APPENDIX G

GROUP OBSERVATION METHODS

Observations are usually taken in groups of 2-5 preschoolers recorded separately for each child, over each segment of the program. In addition to recording the precise behaviors observed, the behavior during each segment is coded as follows:

A - ATTENTIVE. Child is watching the TV and is talking or making gestures related to the program. These are usually spelled out precisely (i.e. "laughed at giraffe" or "swayed to the A-M part of song", "waved goodbye"). Child may say something relevant to the program. If it is possible to distinguish what is said, the exact words are recorded (i.e. "school bus" or "mano" (in Spanish) or "look at Big Bird").

a - attentive. Child is watching the TV quietly.

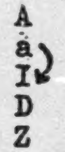
I - Inattentive. Child is not watching TV. He is either not speaking and observer records what child is doing, especially his interaction with other children, (i.e. walking around room or playing with toys). Or he is talking about something that is irrelevant to Sesame Street. What is being said is recorded in the appropriate box, (i.e. "When is Lunch?" "Give me those crayons.").

D - DISTRACTED OR OUT. Child is inattentive due to some kind of special event that attracts his attention. Or, the child leaves the immediate area of the TV to do something else. The distraction is noted, as well as the child's reaction to it, (i.e. "Mother talks to child - runs out of room.").

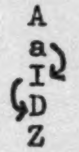
Z - ZOMBIE. The child stares at the TV set, as though in a trance. He makes no sound or gestures.

If a child changes during a segment an arrow is drawn from the original observation to the new one and so on. The first change is noted on the right, the second on the left, and the third on the ringt and numbered.

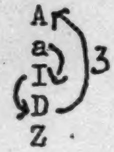
(1)



(2)



(3)



When you mark A,I, or D. for example, indicate in writing what the child said or did. So that when we go back it will make sense and we can interpret what went on.

APPENDIX H

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

EPARTMENT OF PSYCHOLOGY

April 15, 1975

Dear Parents,

For several years I have been studying what children learn from television and how we can use TV to help our children learn about other people. Right now I am working with the Children's Television Workshop, the company that produces Sesame Street and The Electric Company. They want to discover more about what the children are learning from Sesame Street.

We would like to show the children in a number of nursery schools and day care centers in Western Massachusetts several bits from Sesame Street and ask them questions about what they saw. We would like to find out whether the segments are understandable and to see if the children remember specific bits of information.

The research will be done in a quick and simple way. In fact, most of the children who participate are expected to find the experience quite entertaining. Our research staff will come to your child's school and bring video equipment. The children will be shown 20 minutes of segments from Sesame Street in small groups of no more than six. After they watch the TV material, we will interview the children about what they saw and liked about the segments. We will report our findings for groups of children only. Individual reactions will remain anonymous.

I hope that you will consent to your child's participation in this project. Will you please fill out and sign the permission slip attached to this letter? If you have any questions about the procedure, please feel free to telephone me at 545-0584. If you would like to receive a summary of the results of this study, please check the box below your signature. Thank you very much.

Sincerely,

Bernadette Nelson-Shapiro

Bernadette Nelson-Shapiro
Assistant Professor of Psychology

PERMISSION SLIP

My child ______________________________ has my permission to take part in the television study.

Signed ________________________________

Please send me a summary of the findings. ☐

NAME_______________________

ADDRESS____________________

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APPENDIX I

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

DEPARTMENT OF PSYCHOLOGY

July 21, 1975

Dear Parents,

Thank you for letting your child help us test the new material from Sesame Street. I'd like to take this opportunity to tell you what we did in this study and what we found out.

In all, seventy-three children saw one or two twenty minute Sesame Street shows after which we interviewed them about what they had seen. We were primarily interested in what they thought about parts of the shows that dealt with social goals such as coping with jealousy when a best friend plays with somebody else; helping a new and uncoordinated child become a member of a group; and coping with failure, that is, not giving up when things don't go right the first time, but trying different strategies to accomplish goals.

We also asked the children some general questions about what they would do in a number of situations similar to the ones portrayed in the television shows. For example, we asked children how they feel when their best friend plays with somebody else; what they do when they are trying to do something and just can't get it right; and what they would do if they saw a bunch of kids they didn't know playing and wanted to play too. These questions were asked in order to ascertain how children already responded to these social situations, and whether seeing the characters in the Sesame Street episodes deal with these problems influenced the ways they would handle the problem. We were able to provide the production staff with information about strategies that four and five year old children already have for dealing with social situations, and areas where more programming, and programming with more appeal and clarity may be needed. This information will prove very helpful to the producers, writers, and directors of Sesame Street, who are all trying to make a better show for our children.

In general, the results indicated that the children both enjoyed and understood all of the material in the shows and that they were involved with and identified with the characters.

Thank you again for helping to make this effort a success. As a token of our appreciation of the cooperation of the children and their teachers, we will be giving participating classrooms sets of Sesame Street books for classroom use.

If you have any questions, please do not hesitate to call me at either (413) 545-0584 or (617) 492-7100.

Sincerely,

Bernadette Nelson-Shapiro

Bernadette Nelson-Shapiro
Assistant Professor of Psychology

BNS/in